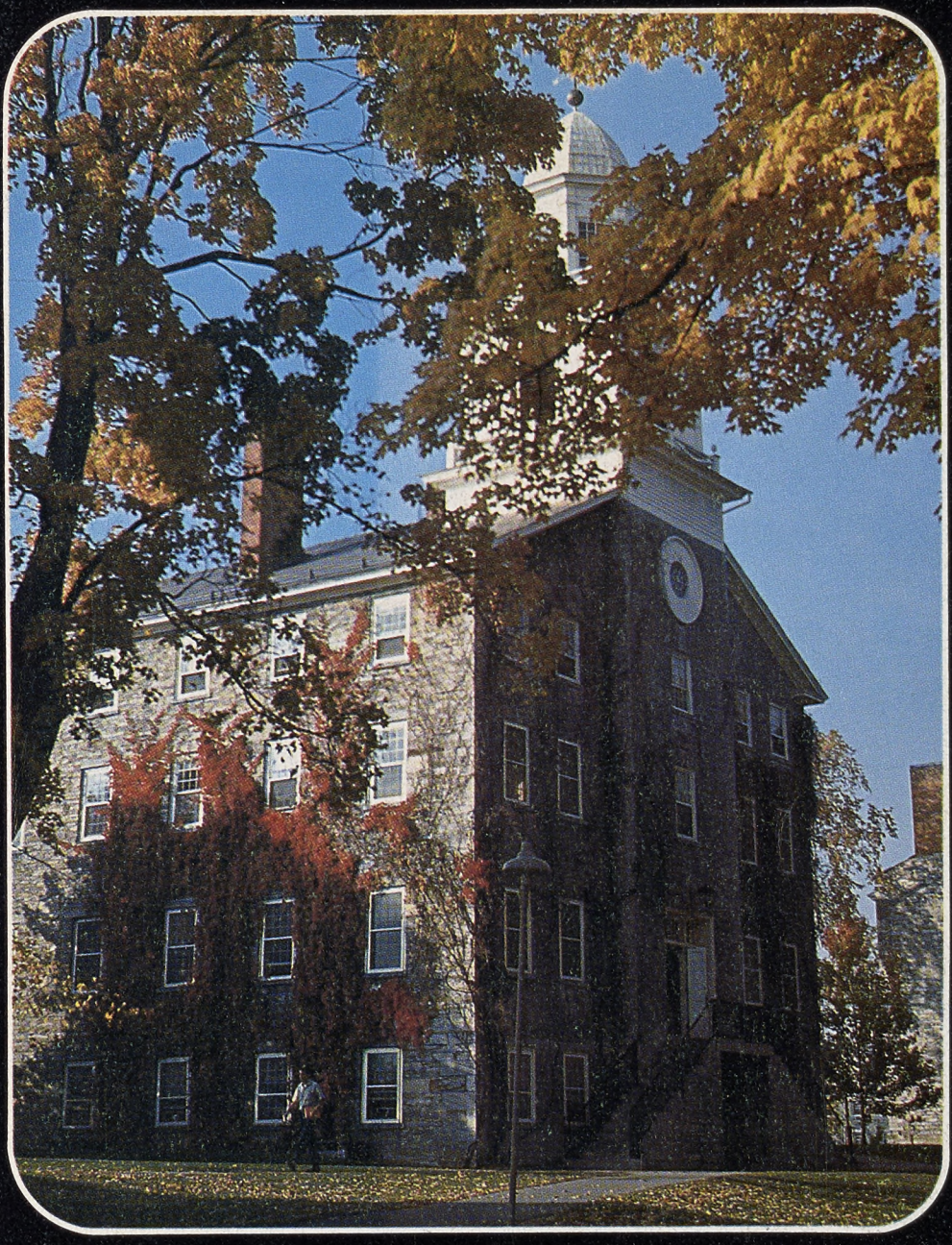

Middlebury College

Robert Frost lived for many years in the neighboring town of Ripton, Vermont. A close friend of Middlebury College, one of his earliest marks of public recognition was an honorary Doctor of Letters from Middlebury in 1924.

Gardner Cox's famous portrait of Frost is on display in the Robert Frost Room at the Egbert Starr Library of the College.

Something we were withholding made us weak
Until we found it was ourselves
We were withholding from our land of living,
And forthwith found salvation in surrender.
Such as we were we gave ourselves outright . . .

Robert Frost, *The Gift Outright*

From "The Gift Outright" from *The Poetry of Robert Frost* edited by Edward Connery Lathem. Copyright 1942 by Robert Frost. Copyright © 1970 by Lesley Frost Ballantine. Reprinted by permission of Holt, Rinehart and Winston, Inc.

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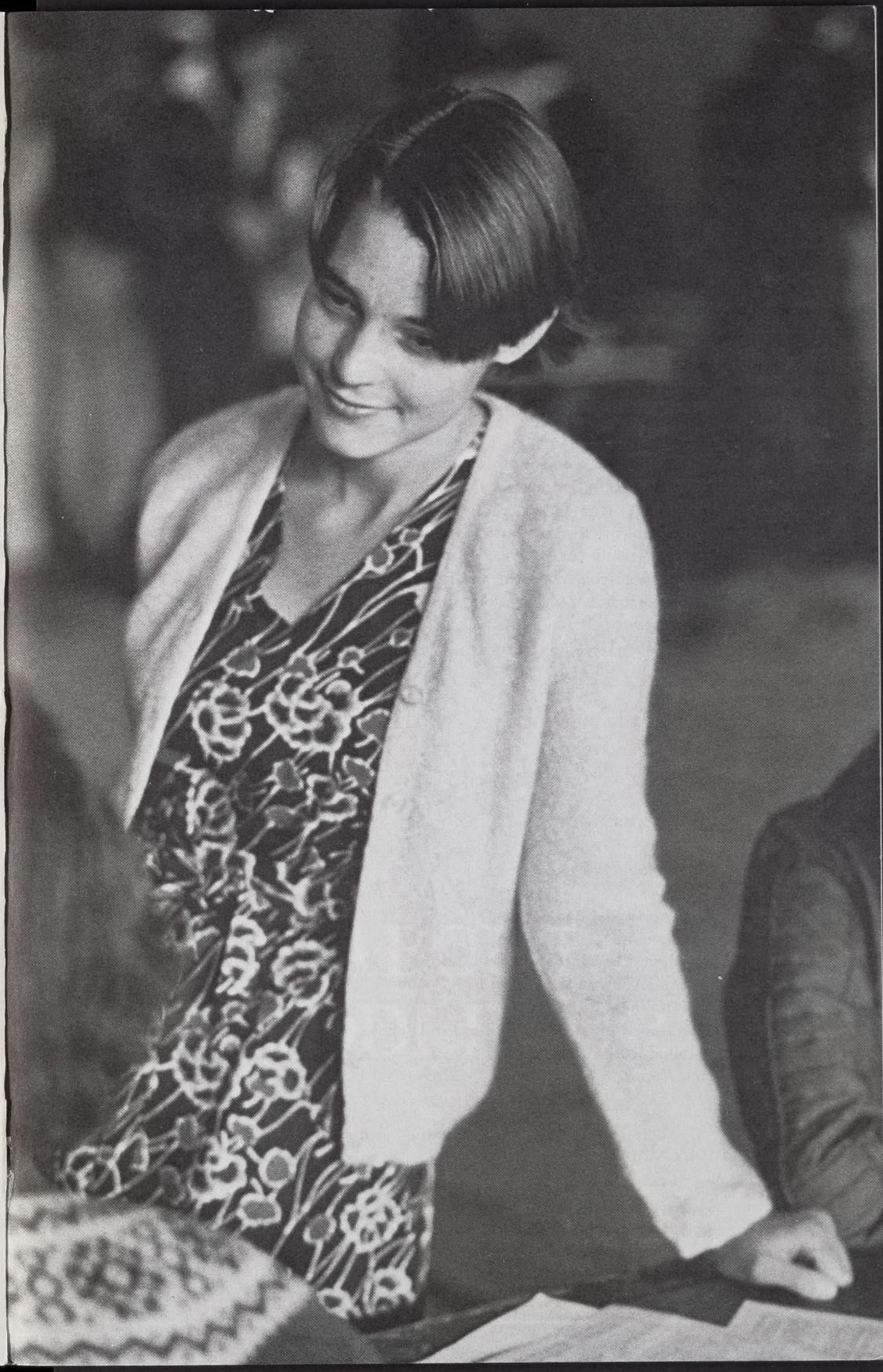

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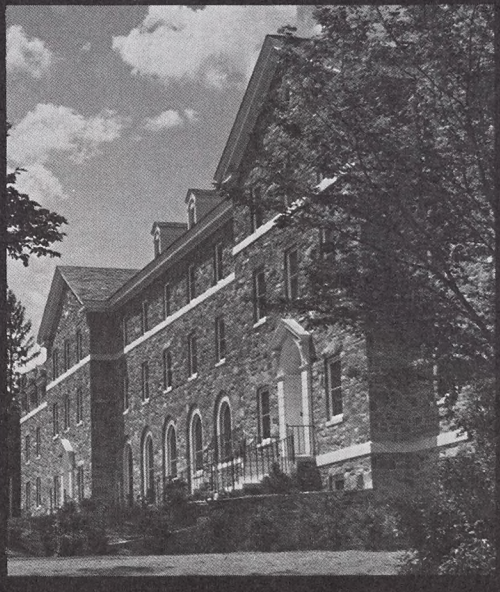
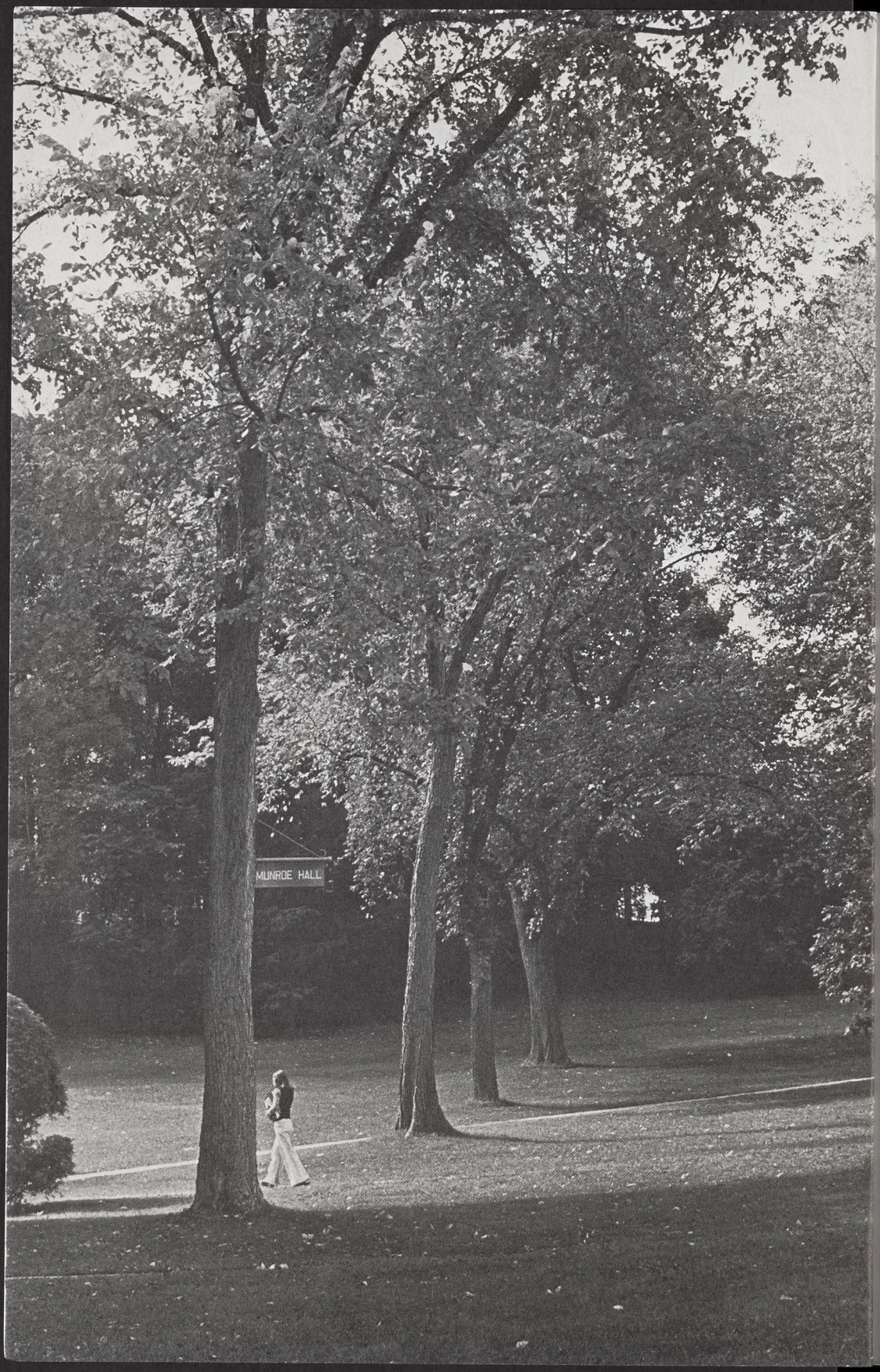


ABOUT MIDDLEBURY


MUNROE HALL

To Choose and Be Chosen

Something we were withholding made us weak
Until we found it was ourselves...

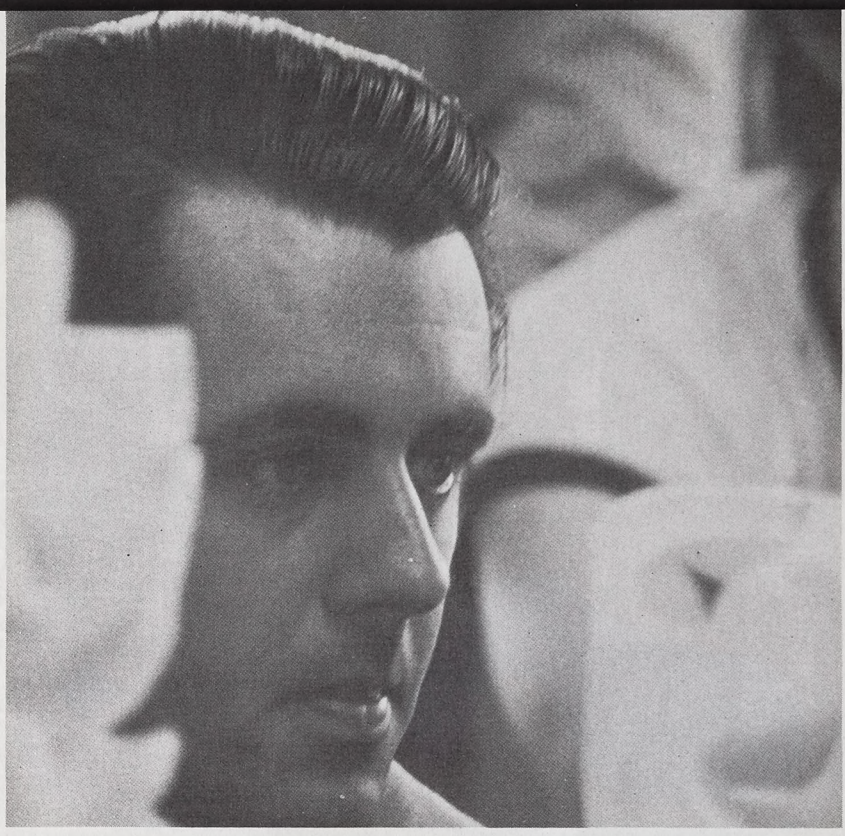
This booklet shows how students are chosen for Middlebury College and what the College offers to those who come to learn. But nothing Middlebury College gives to young men and women—programs, distinguished faculty, facilities for research—will be of any final value, unless those chosen are willing to offer "the gift outright" of their energies and talents. Accordingly, the Office of Admissions seeks students willing to yield the full measure of their capacity. In learning or sport, in the arts, in dedication to leadership and social service, Middlebury wants those who will give of themselves. This booklet will show what the College can give in return.

Middlebury is a liberal arts college in an area of the country which boasts an unusually high concentration of outstanding colleges and universities. In the spectrum of New England colleges, Middlebury is long in history (founded in 1800), well known for the quality of its educational offerings and among the most selective, not only in the area, but in the nation.

The residential liberal arts college offers a mode of education peculiar to the United States of America. Middlebury is a part of that tradition, and its philosophy of education is not radically distinguishable from that of other excellent liberal arts colleges. Commitment to the liberal arts distinguishes Middlebury College from the pre-professional institute because of the breadth and humanistic bent of the total curriculum. Residence in college facilities may be a more difficult practice to comprehend. It originally grew out of the concerns for inexpensive housing and "moral discipline." From the student's point of view the college dorm was a way station between home and complete independence. *De facto,* residential living offers a considerable "sociological" education in the variegated ways of humankind; the self-contained community of a residential college produces a certain intensity about "the college experience" that cannot be gained in a commuter college.

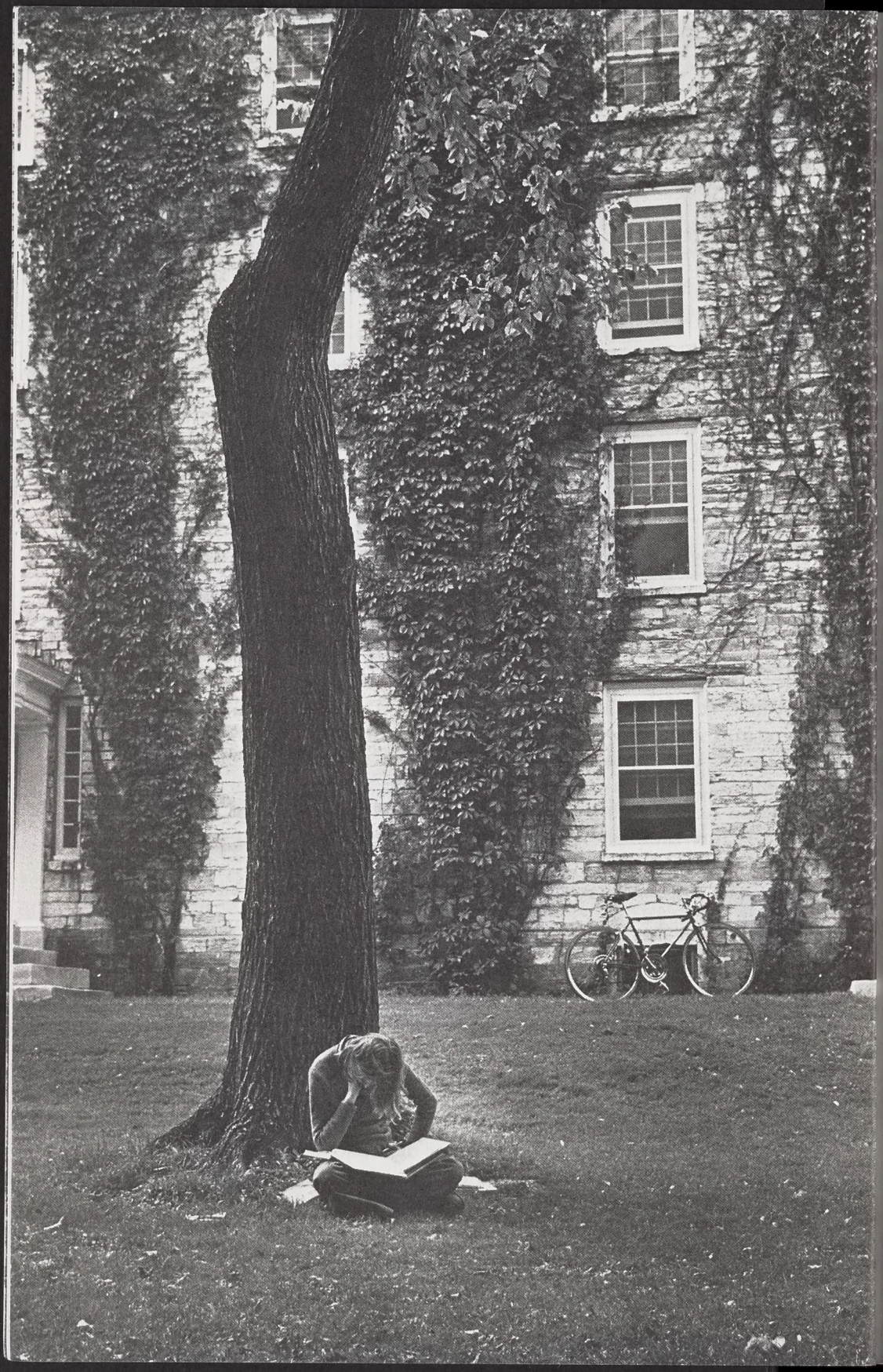
A majority of any entering class has picked Middlebury as first choice, but almost all have seriously considered other possibilities. Students looking for a smaller liberal arts college rather than the multi-versity may well travel the circle of traditionally well-known men's and women's colleges that dot the landscape of Massachusetts, Connecticut, Maine and the hinterlands of New York. If the search is for academic quality irrespective of size and social environment, Middlebury may be considered along with the major private institutions or the great state universities. Recently many old, established colleges have been in minor commotion because of the problems brought on by the sudden advent of women (or men) to a previously single-sex campus. Whatever turmoils coeducation produces, Middlebury at least has been dealing with them since 1883.

Although Middlebury is in fact highly selective, it is in keen competition with other colleges for students of exceptional promise. Why does a student accepted at a major university or another fine liberal arts college finally decide on Middlebury? Students cite as prime factors coeducation, size, academic program and, very frequently, geography. Located on the western edge of the Green Mountains in a small Vermont town, Middlebury exists in an especially attractive



natural setting. Those who rejoice in urban pleasures may not at first be enchanted with the great national forest, mountains and streams which surround the campus; but they can, if adventurous, explore the resources of the closest great city, Montreal, which is only two hours away by car.

The rest of this publication will describe the people, programs and facilities that compose Middlebury College. Although there is much that is common to other institutions of high academic quality, and although much has been borrowed from long association with the other New England colleges and universities, an independence born out of a splendid solitude among the rugged Vermont hills finally defines Middlebury. The College has been forced to be self-reliant because it could not take easy borrowings from close academic neighbors or major cities. The books, the gadgetry and the people which make up a college have been brought to Middlebury for the sole and single purpose of undergraduate education. It was not the natural and easy course to found a college in a Vermont village in 1800, it had to be a matter of conscious choice. Education at Middlebury continues to be a matter of choice, not drift. This will to education creates a particular spirit and pride which stamps Middlebury, for all it shares with others, as unique.



The Middlebury Student

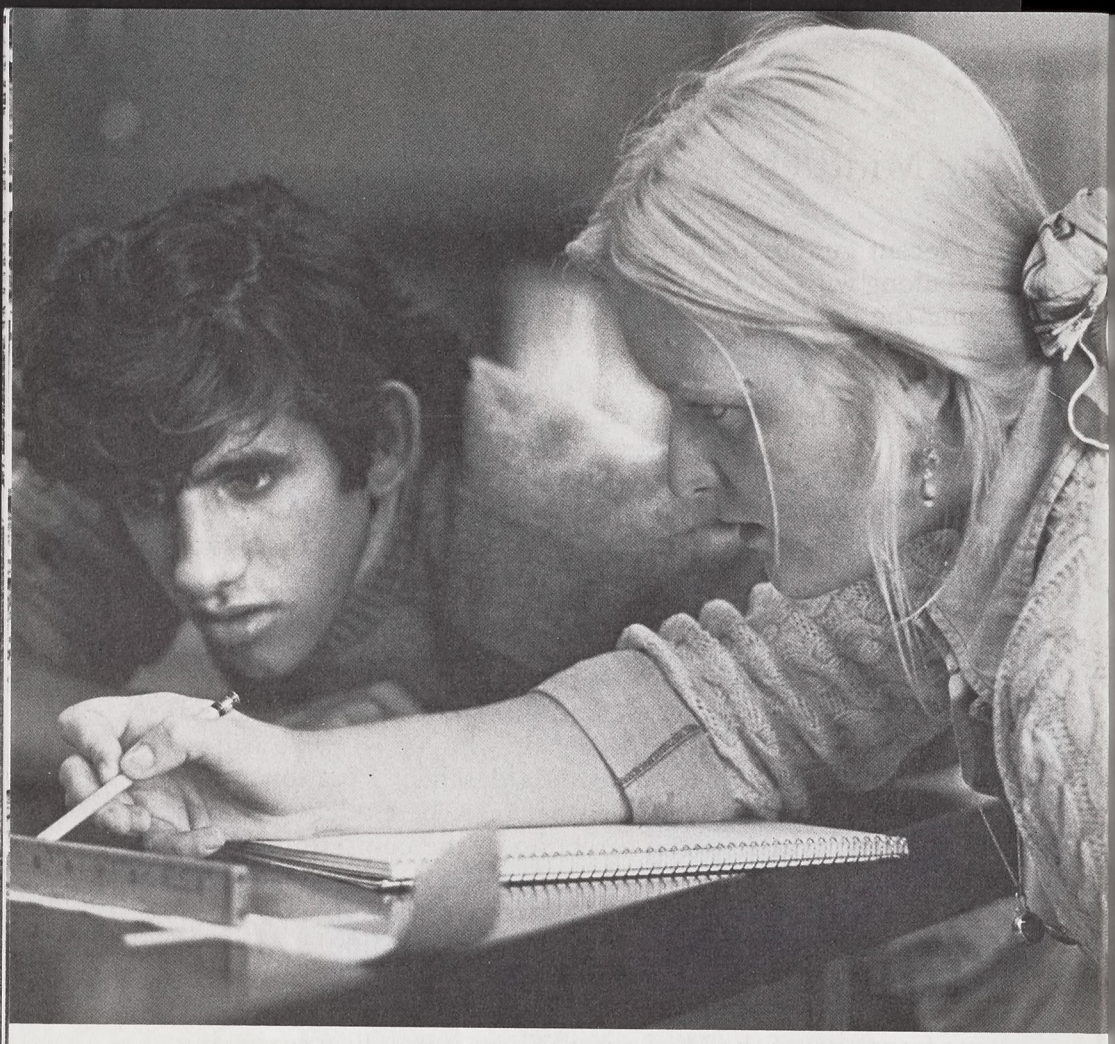
In a recent guidebook to American colleges, Middlebury was listed along with a handful of other colleges and universities as among the most selective in the country. If one were to scale colleges for selectivity on the basis of that list, Middlebury would be in the top 1 or 2 percent.

Ability to be selective is clearly reflected in the academic records of the entering classes. Classes normally average above 60 on the new SAT scores. Typically, over 90% of any class have had a B or better average in secondary school (over 50% have had averages of A- or better). As important as these factors are in determining a student body of the highest quality, Middlebury seeks more than test scores or grade averages. Students with relatively poor scores or undistinguished high school standing gain admission on the basis of a demonstrated drive to excel. An exceptionally talented student leader, a dedicated painter or performer, a young person who has shown a will to learn in the face of a below-standard school situation, or a superior athlete may be chosen because the College believes that they can add a special direction to the community while broadening their own personal strengths.

While Middlebury draws heavily from the area where it is best known, the nearby New England and Middle Atlantic states, more than 25% of the students come from areas over 500 miles from the College. About 10% of the student body come from west of the Mississippi. There is usually a scattering of foreign students; recent graduates have come from Ethiopia, Greece, Gambia, Japan, Norway, Nigeria and Nepal.

Middlebury's admissions policy is racially and religiously non-discriminatory, and all major religious faiths and racial groups are represented. The College plans for a 50-50 ratio of men and women students. In line with many other colleges, Middlebury has been making special efforts in recent years to recruit minority group students. The College's Financial Aid Office offers approximately one million dollars each year in aid to students who otherwise could not afford a Middlebury education.

Students who matriculate at Middlebury have high academic aspirations. In a recent survey of freshmen, less than 10% planned at that time to make the AB their terminal degree. About 40% planned a Masters degree, 20% a PhD, 15% a medical degree, and 12% a law degree. The range of career



plans for freshmen is wide: 9% teachers, 6% research scientists, 3% social workers, 5% business management, 3% artists, 3% engineers, and so on. These are typical freshman plans and there will be many changes before graduation. Students often choose a liberal arts college because they want to experiment with career plans and courses of study.

Any personality sketch of Middlebury students must be overbroad and highly subjective. Obviously they are bright, usually highly verbal and almost everyone seems to be "into something" — from rappelling to macramé. Fortunately with such a range of enthusiasms, students display extraordinary tolerance. There seems to be very little pressure at Middlebury to conform to any present image. Fraternity men, ballet dancers, rock faddists, violinists, electronic experts, and gourmets not only coexist but interact in a series of social patterns which defy normal stereotypes.

The Faculty

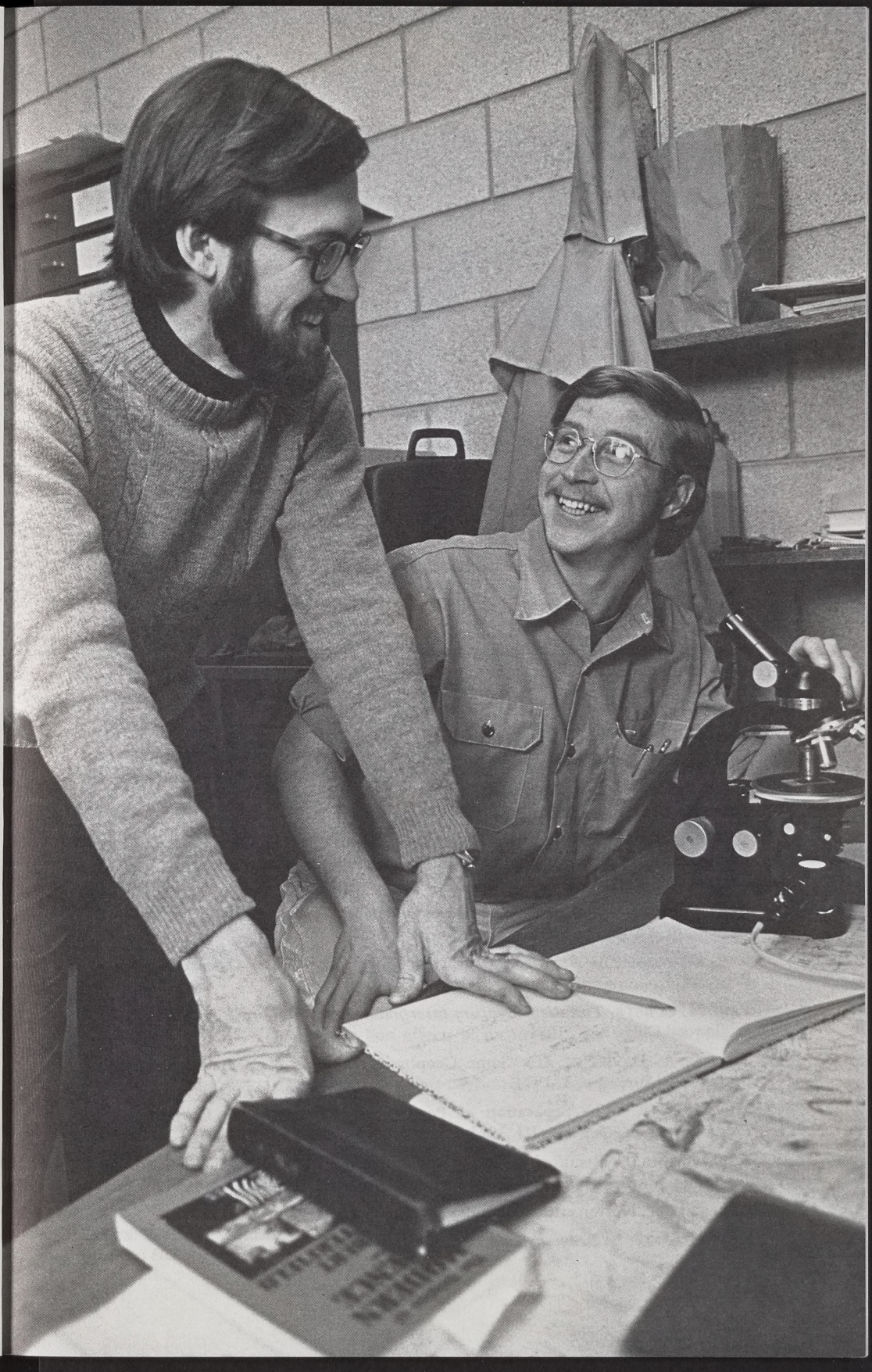
Approximately 80% of the Middlebury faculty involved in degree granting programs have received their Ph.D. degree or the equivalent terminal degree in their field. Harvard is most strongly represented on the faculty, followed by Yale, Princeton, Columbia and the University of Chicago. Faculty salaries are in the top scale (of 10) for liberal arts colleges in the listings of the American Association of University Professors. Salary must be competitive, but faculty choose Middlebury because of the teaching opportunities it affords. Excellent faculty like to have excellent students, it is as simple as that. Here is how one faculty member characterizes teaching at Middlebury:

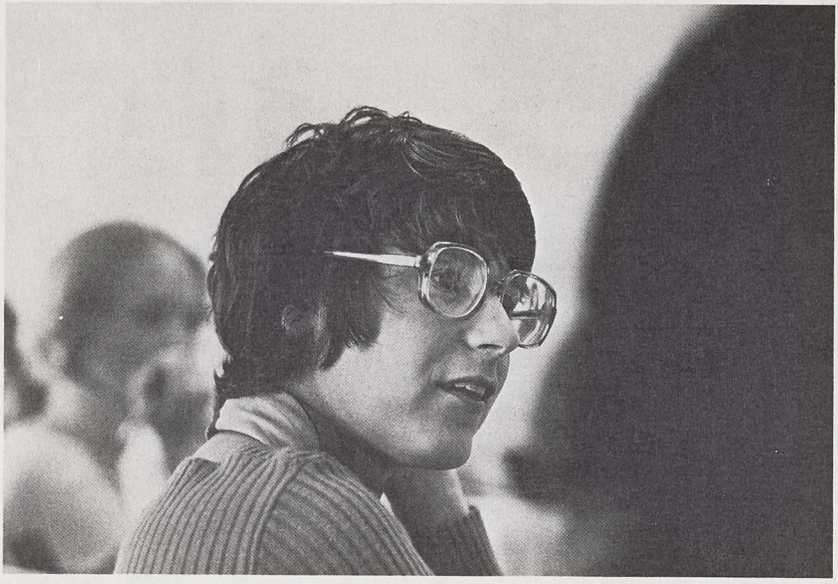
"Professors have a relationship with students that makes teaching at Middlebury an experience of joy and self-fulfillment. Many classes are seminars. Lecture courses with large enrollments have generally one hour of group discussion each week. Senior majors write a thesis under the direction of a professor. Because of the structure of learning, teachers and students communicate with each other in a personal and dynamic way. After lectures, students do not shuffle out of classrooms mutely and indifferently. There are always some deeply involved and responsive students who remain to ask questions and to dispute the instructors' interpretation or argument. Facing the challenge of such intellectually aggressive and critically alert young minds, professors cannot rest contentedly with the knowledge that they have acquired in graduate school.

At Middlebury, teachers must be students, learning continually, posing new questions, looking at old questions from a fresh perspective, and re-evaluating old views. Because of close and frequent contacts with students as individual persons, teachers have the opportunity to observe them develop in mind and spirit from the beginning to the end of the semester, from freshman year to graduation. As a result, Middlebury professors have the wonderfully gratifying experience of knowing that they have made some contribution to the life of their students. What, above all, makes teaching at Middlebury a rewarding vocation are the special qualities that professors discover in the students. In strange and unexpected ways, Middlebury students can be so responsive and appreciative, sensitive and kind."

Just as students value the manageable size of the College, faculty are attracted to Middlebury because they know that they can move directly into full colleague status in their department and have an immediate impact on program and patterns of teaching. It is a young faculty—the average age is just above 40. There are 140 regular or full-time-equivalent faculty appointments for a student-faculty ratio of approximately 13:1.

Middlebury College is preeminently a teaching institution. Faculty who come to Middlebury make a career decision which makes teaching the ultimate end of research and publication. The College believes firmly in the notion that research is vital to faculty in order that they may remain at the growing edge of their discipline—but research at Middlebury always leads back to the moment of confrontation in the classroom. One can gather some idea of the varied interests and accomplishments of the faculty from a random selection of recent publications, research projects, and prizes.





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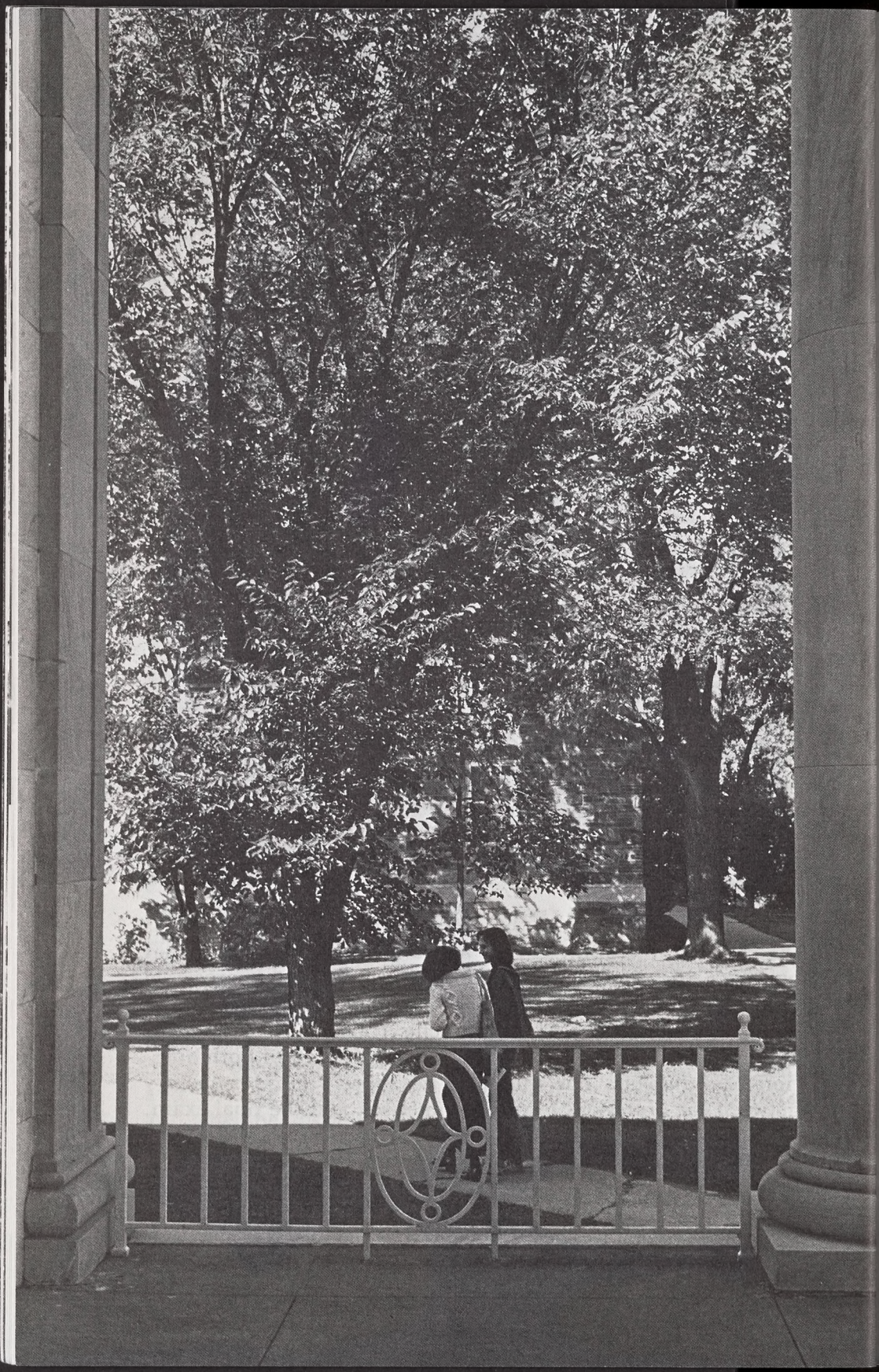
What Is "Higher" in Higher Education?

A national educational journal recently recounted the story of a professor called in to mediate a dispute about a grade. A student in a certain physics course had been asked to explain how one could determine the height of a tall building by means of a barometer. The answer was given an F, and the student objected that, on the contrary, the answer was perfectly correct according to accepted physical principles. When the outside mediator was called in, he had to agree that the student had a point. The answer given was, "Go to the top of the building, tie a string on the end of the barometer, lower the barometer to the ground and measure the length of the string." Nevertheless, it was agreed that the student should be given a second opportunity to answer the question more straightforwardly.

After six minutes of the allotted ten had been utilized, the student had still not written anything on his paper, and the mediator asked whether he did not know the answer. "No," he replied. "It is just that there are so many answers, I am trying to decide which one to give." Near the end of the time period, he quickly scribbled down an answer. This time the instructor in the course capitulated, and the student was given an A. The answer was, "Take the barometer to the top of the building and drop it off. Time the fall and then by the well-known formula about the rate of acceleration of falling bodies you calculate the height." The mediator was fascinated with the ingenuity of the student and asked whether he really had other answers. "Of course," he replied. "Take the barometer out on a sunny day. Measure the shadow cast by the barometer and the shadow cast by the building, then knowing the height of the barometer, you calculate the height of the building. Or, a very simple and direct method, is start at the base of the building and measure the building by laying the barometer along the walls to determine the height in barometer-lengths. Finally, of course, the easiest method would be to go into the basement and find the office of the superintendent, knock on his door and when he answers, say to him, 'Here, I have this fine barometer which I will give you if you will tell me the height of this building.'" The student confessed, finally, that he also knew the standard answer but that he didn't feel that the function of education was simply to hand back memorized formulae and pat answers.

What is illustrated by this story is not mere cleverness, it is the considerable appreciation by the student of the fact that questions are a function of contexts which must be appreciated before any answer is "correct." What is "higher" about higher education is that it asks the students continually to appraise and evaluate not simply answers but the contexts of both questions and answers. The student is not merely an intermediary between the professor's lecture, a notebook and the final exam. In higher education he comes to appreciate "from above" the reasons why people ask certain questions in the first place, how they might have asked different questions and how any answer functions only when the origin of the question and its context are comprehended.



"What are you going to do at College?"

The conventional answer is, "I plan to study/major in History, Physics, French, etc." It is, of course, a curious answer. College students *do* all sorts of things—a few even actively non-study. It would probably be more accurate for them to say "I spend endless hours reading/memorizing Russian verbs/ solving equations." Perhaps it would better convey the emotional quality of life to say "I am fascinated by Jung's theory/I am bored witless/I love playing soccer." Those matters will be discussed in the next section of this booklet, but for now the conventional answer can be addressed. Students do identify their college activity with their major field of study. At Middlebury, majoring in a single discipline is the primary requirement for graduation. So strong is the sense of identity with a departmental major that the student government was reorganized most successfully serveral years ago around a core constituency based on department majors rather than dormitories or class years.

About 40% of freshmen expect to change majors and indeed they actually do. This is an obvious good. There are many wholly new subject areas at the college level that no freshman is likely even to consider prior to coming to college. Philosophy, Economics, Sociology, Anthropology, and Psychology are normally begun at the college level. Many old scholastic friends like English, Mathematics, History, and Languages and Science may take on a range of complexity, depth, and subtlety which transforms them into qualitatively different subjects. Major choices based on secondary school experience are not completely trustworthy and students are actively encouraged to consider new options.

Since departments and departmental choice bulk so large in a student's self-identification as a college student, a brief presentation of the Middlebury academic departments and programs is as ready a means as any to describe the meaning of Middlebury to prospective students. The departments are arranged here according to the four divisions of the College: Humanities, Social Science, Foreign Language, and Natural Science. There is a brief sketch of the program, personnel, and "personality" of the Department, a listing of some current research interests of the faculty and a list of typical course programs. Concluding this section, there is a description of non-departmental majors and of certain academic programs which do not offer majors.

THE HUMANITIES

Why do students major in English or the other literary areas of the humanities—American Literature, Philosophy or Religion—since relatively few take up careers as poets, philosophers, or divines? Two reasons should be singled out for special comment. Both English and American Literature are many-faceted studies. They do not so much define a discipline as carve out a subject matter which is approached from many directions—critical, historical, technical, aesthetic and creative. In addition, these two literary disciplines share with their more ancient companions in the humanities, Religion and Philosophy, a particularly intense interest in individual human experience. The Social Sciences, as their name implies, are more concerned with man in community and culture, with the generalizable and formulable regularities of man's activity. The Humanities may focus on how it feels for the single man to live, like Hamlet or Jay Gatsby, with noble dreams in a declining age. Whether it is the poet giving verbal form to the sensitivity of an age, the philosopher searching out the foundations of the moral law and knowledge, or the prophet confronting the ways of God and man, the Humanities point uniquely to the most personal core of human exprience.

The departments of Music and Art complete the roster of the Humanities. In these areas, too, personal, individual expression is central but they differ from the literary Humanities because of the emphasis on *making* in addition to verbal self-reflection and knowledge. Students in these areas—even those working in the more theoretical aspects of the subject—are expected to design, compose, create, or perform as well as know.

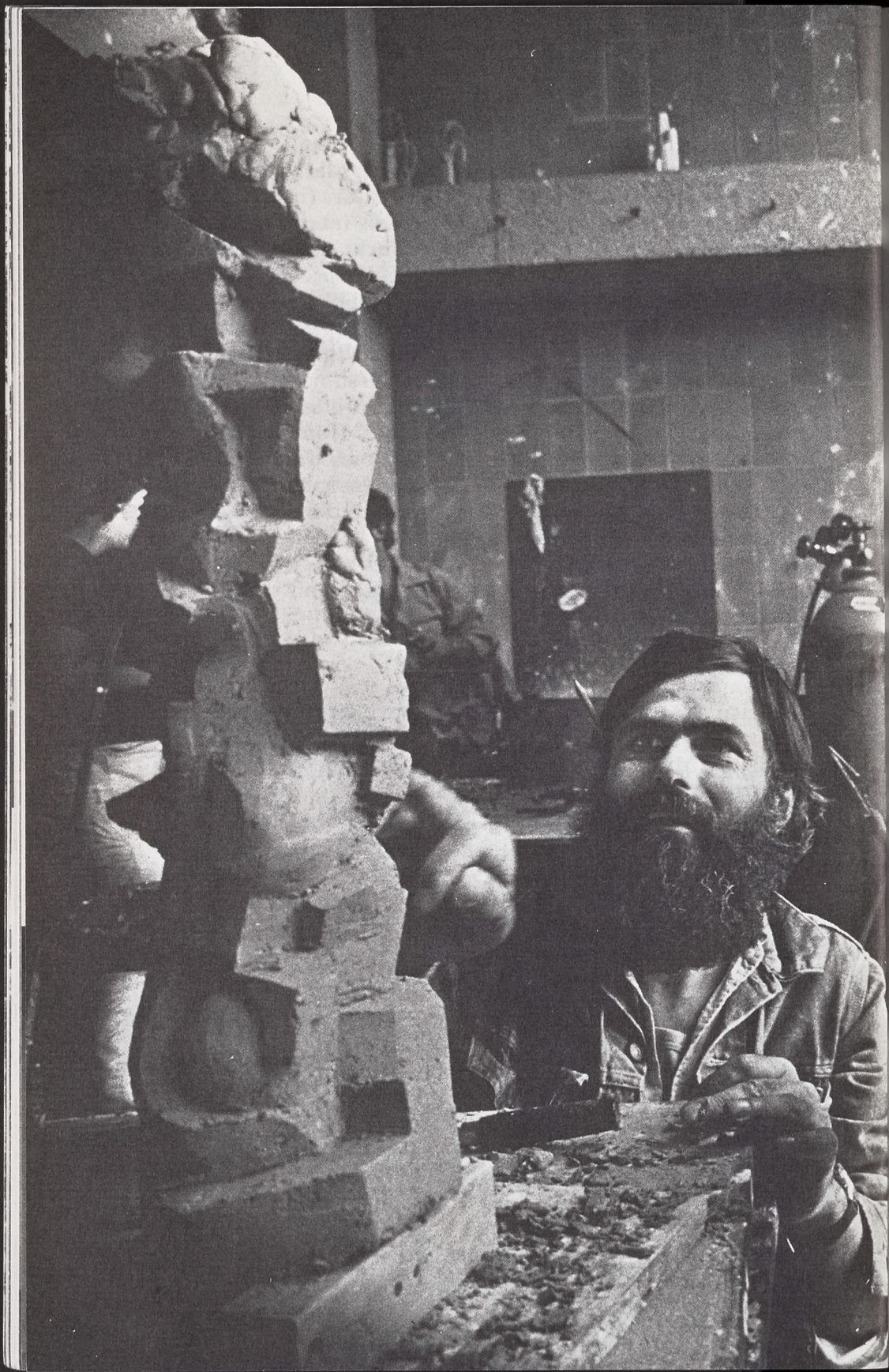
AMERICAN LITERATURE

This department is truly special. The very fact that there is a separate department of American Literature (instead of a submajor within an English Department) is interesting, and the character and tradition of the department over a long historical period has given it a unique spirit. American Literature is first of all a notoriously "tough" major. The senior year comprehensives and seminar program are exceptionally challenging. The faculty are no less demanding on themselves and they display an unflagging enthusiasm for the subject matter which more than compensates for the rigorous professional discipline expected of students. No one graduates from the American Literature Department without a high measure of self-esteem derived from real achievement. The philosophy of the department is to display American Literature in the broad interplay of general culture. The study, then, is not merely "high literary." It ranges from folklore through minor writers typical of a period to the major artists who transcend their times as much as they express them.

ART

Perhaps no major at Middlebury has seen such expansion—curricular, territorial, and in student interest—in the recent past as the department of Art. In 1968, the Art Department and the Music Department moved into the most handsome quarters on campus: the Christian A. Johnson Memorial Building—from a basement gallery to a spacious exhibition hall, from studios in an attic to a bank of professional studio spaces. Student interest has been so intense that already the department is searching out additional space. Since 1968 the staff has been expanded to include a print maker, a sculptor, an architectural historian, and an additional person in the general history of art.

The Art Department offers courses both in the history of art and in studio because they complement and reenforce each other. Art history provides a critical survey of stylistic development while the actual experience of painting, of designing and executing a sculpture or print heightens and activates the student's sensibilities. Thus it is hoped that the student will learn to interpret and respond to works of art as forms of visual communication, giving him access to both distant and generally obscure cultures as well as insight into contemporary artistic expression. Works of art should also be sources of pleasure. The aim of the program ultimately is to spark and develop an



understanding and appreciation of the visual arts, and thus to enrich the student's life with enduring, meaningful, and absorbing interests.

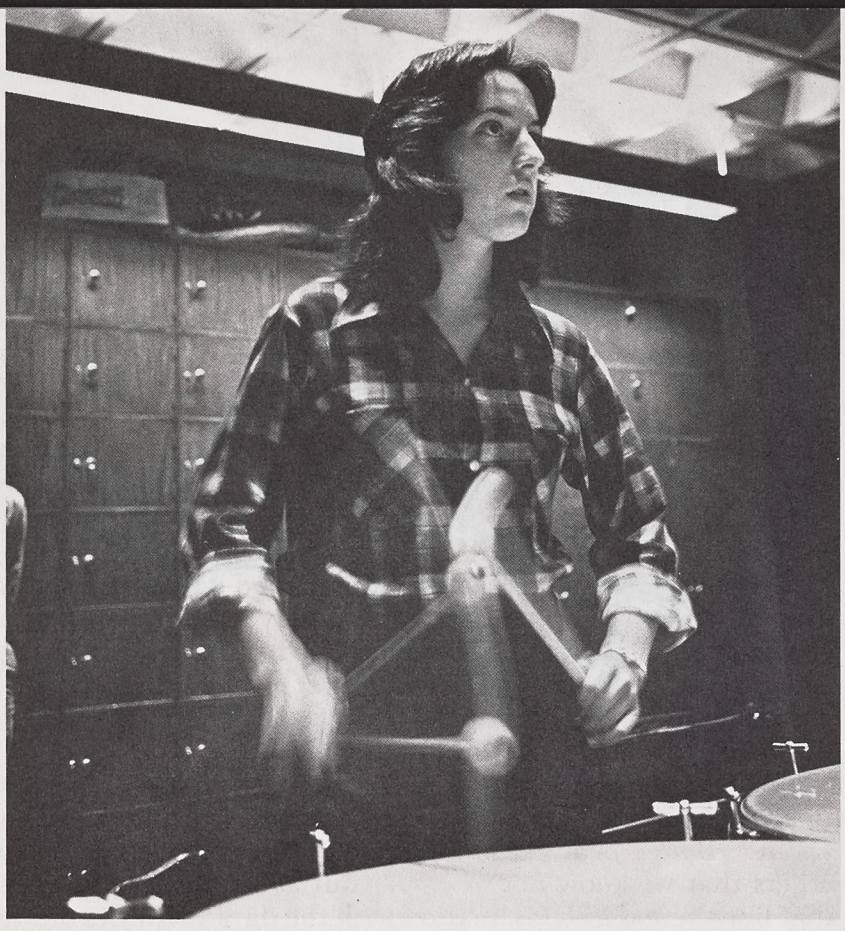
ENGLISH

English is the largest department in the College both in terms of student majors and staff. It is the only department with which one can be sure almost every student will have contact since it bears primary responsibility for a freshman writing requirement. This requirement, like most things in the English department suggests Gerard Manley Hopkins' line: "Glory be to God for dappled things—." In fulfilling this single college-wide requirement, the student is usually faced with the following set of options: narrative fiction, lyric and narrative poetry, drama, the essay, prose fiction, and poetry writing as well as a course intriguingly titled "sensibility." The pied beauty of the English major carries on from there in the form of sub-groupings within the major: literature, dramatic literature, and creative writing (prose and poetry).

Why do students major in English? One low-level reason is that it is a subject that every student already knows something about. "Better bear those ills (or joys) we know than fly to others that we know not of . . . " But as with the speaker of that line there is also fascination with the dark mysteries of the self which can be particularly consuming to persons of college age. Literature confronts in an immediate and moving way the complexities of the human heart. Learning to criticize and analyze literature is not just an arid exercise in prosody. To be able to read and write accurately and self-reflectively is a major accomplishment which the English department hopes to foster while acquainting students with the range of sensibilities within the English literary tradition.

MUSIC

It is often difficult to perceive exactly what the philosophy of the music major at Middlebury is—but whatever it is, students seem to enjoy it immensely. Music may well be one of the most action-oriented departments at the College. Students are continually asked to *do* musical things, not just passively listen or scan the scores. In an elementary course everyone will construct and perform a musical composition—standard instruments disallowed. Anyone who has sat through a multi-media performance of a Sonata for Ping-pong Balls and Oil-drums is not likely to forget it and, amazingly, the bare bones of musical



composition become apparent. Doing music is the essence of the department's performance seminars which center on the classical musical repertoire. A dance program is also part of the music department.

The diversity of the department's program reflects the diversity of the faculty: a composer-theorist, a performer, a dancer, and two music historians. Surrounding the core of departmental courses there is a penumbra of performance activities. Instruction is offered in several instruments, in choir, orchestra, collegium, concert, and stage band. Organ instruction is particularly popular because of the presence of a gifted performer on the regular faculty and two new instruments: a baroque organ and a Gress-Miles 48 rank instrument. Music offers special opportunities for cooperation and "double effect." The electronic music studio is not only a place for composing in a modern idiom, but for theoretical analysis of musical textures. A recent performance of Stravinsky's *Histoire du Soldat* combined the department's work in dance and instrumental performance (with an assist from the French department which supplied the student narrator).

PHILOSOPHY

Well over 80% of entering Middlebury students indicate that one of their primary aims in college is to develop "a personal philosophy of life. However, this interest does not translate immediately into large numbers of philosophy majors. A personal philosophy certainly may appear desirable but there are practicalities, after all. What do philosophy majors do when they graduate? As a matter of fact, philosophy is probably as fine a training for law school as any major, since it requires constant, dispassionate attention to intricate arguments on very complex and often emotionally charged issues. It is the apparent overwhelming nature of the questions which philosophy considers that often dissuades students from pursuing the subject. The questions are *so* important, that the kind of rational, "arms length dealing" which philosophy requires seems almost to deny the urgency of the issue. But one of the clear attractions of philosophy to its practitioners is the opportunity of discoursing in depth and at length on topics which most people consider too loaded for polite conversation.

Students intersect with the philosophy program in three ways. There are the majors who are asked to explore three central areas: ethics and social philosophy, philosophy of science and theory of knowledge, and history of philosophy. Students looking for a quick once-over of a discipline where tourism is never leisurely are offered a variety of historical and problem-centered courses. Finally, many students have their primary contact with philosophy through various "philosophy of" courses—art, law, religion, education, history, science, language, and social science—which relate to their major fields of study.

RELIGION

The study of religion cannot be confined in a single discipline. The Department of Religion presents the manifold of religious phenomena from various methodological viewpoints but two points of view predominate—the historical and philosophical. An historical approach presents the forms of religious life in their social and cultural setting, and attempts to discover elements of universal human significance inherent in these historical forms. The philosophical and theological approach inquires into the truth as well as the meaning of religious beliefs. Because of the interdisciplinary nature of religious studies, the department works cooperatively with other departments, in particular, Philosophy and Sociology-Anthropology, to develop courses for its program.

Very few students come to college expecting to major in Religion—and yet a significant number eventually do. This is not surprising. College years are a traditional time of testing for values and beliefs. Many students take a religion course "to give religion a last chance," to strengthen a faith, to have an opportunity to read the Bible or the Vedanta, out of curiosity or because they have heard good things about Professor X. Almost inevitably they are struck with the range and depth of religious phenomena, the intellectual and emotional power of the texts, and the interest and concern of the faculty in their subject matter. Very few who then decide to study further intend to be priests, ministers, or rabbis—though the College has produced graduates in each category—but if undergraduate education aims to evaluate values, the study of religion can be central to that education.

THEATER ARTS

Faculty in this department argue persuasively that their area constitutes a whole liberal arts education in miniature: literature, performance, artistic design, certainly some moral discipline to get through arduous rehearsal and master the performance, perhaps even some engineering techniques to make sure you don't blow the fuses in a lighting board.

The major in Theater Arts is broad-gauged with a significant exposure to major historical styles and literature in drama. Practical courses in acting; costume and set design and actual performance seminars which issue in a major production make up the major course of study. Resources in literature, design, and dance from other departments are made part of the fixed structure of the program.

Recent productions: Moonchildren, The Beaux Stratagem, Hamlet, Cherry Orchard, The Hostage.

SOCIAL SCIENCE

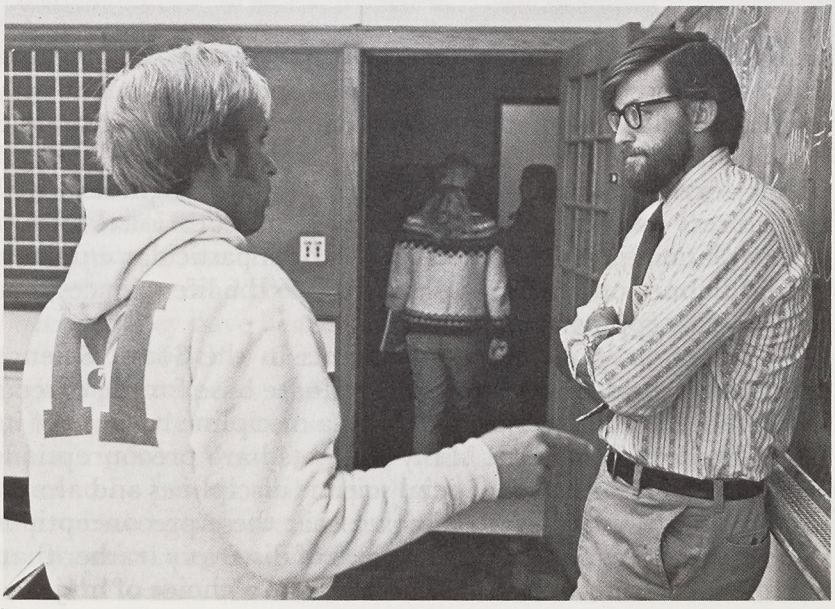
Perhaps more than any other area, the social sciences form the mainstay of the undergraduate curriculum. Economics, Political Science, History and Psychology—along with Geography as a friendly neighbor from the Division of the Natural Sciences—are among the most frequently selected majors in the College. Students who choose to major in the social sciences often see the various departments as directly relevant to career interests. Those planning on business and management may see Economics as good preliminary training. History and Political Science are traditional foregrounds to the law and public service; Sociology and Geography have demonstrated their direct usefulness in everything from educational reform to city planning, while Psychology, with its particular emphasis at Middlebury on precise work related to the life sciences, has served as a stepping stone to medicine.

Without a doubt the departments in the Social Science area have provided a good undergraduate base for the careers indicated, but most majors stay with a discipline because of its sheer intellectual appeal. Many students have preconceptions about the character of the social science disciplines and almost invariably are surprised to discover that these preconceptions were wide of the mark. It is this sense of discovery, rather than narrow careerism, that should best sustain a choice of major.

ECONOMICS

In the most recent years, Economics has been the "in" subject not only at Middlebury but across the country. A recession in the market for teaching, the extreme pressure for law and medical school admission, and the general economic condition of the country seem to have directed students to a subject area which seems clearly related to a possible career in business. The Economics department has been delighted by the surging enrollments but would probably give a word of caution/Economics is not a Business major. Middlebury has moved to establish arrangements which permit the College to place highly qualified students in graduate programs of Business after only three years at Middlebury and it is expected that most of these will be Economics majors—nevertheless the caution stands. Economics is probably the hardest of the so-called "soft" sciences. No other social science has developed such sophisticated analytical tools or been as ambitious in promulgating general theoretical laws.

Economics is a relatively new science which comes into being only with the creation in modern times of a market economy. Economic thinkers from Smith to Keynes have been important shapers of public policy. As there is no reason to believe that economic argument will play any lesser part in the future, current student interest must be welcomed as a national asset.



GEOGRAPHY

One is tempted to make a bad pun and say that Geography tells you "where it's at." The reason that is a pun, rather than a literalism, is that Geography has a particular "with it" following at Middlebury. Most students' image of geography comes from grammar school where one tried to remember the principal rivers in Argentina and the state capital of Vermont. Not so at the college level. As the program is described in the college course catalogue: "The essence of geographic study is the analysis of phenomena in a spatial context, especially the 'where' and 'why' of human activities. In their attempt to explain the differences which exist from place to place over the earth's surface, geographers collect, analyze and integrate data from both the physical and social sciences. They examine such physical elements as landforms, climate, soils and vegetation and interpret them in terms of the distribution of peoples, their ways of making a living and the social and political patterns which have developed. Geography seeks to understand

how present world patterns have evolved from the past and how they might be modified in the future."

That is a tall order! If there ever was an integrating discipline, Geography appears to be it, combining natural and social science to understand the manners and mores of people. But it is not just the synoptic and obviously "relevant" aspect of the department that accounts for its popularity. Geography is a particularly "hands-on" discipline. Middlebury geographers seem to be everywhere. Students may be off in Sicily on a Winter Term, observing the Montreal Metro system or counting traffic in downtown Middlebury. For those students who thrive on the continuous interface between concrete reality and academic study, geography is especially attractive.

HISTORY

In any listing of the strongest departments at Middlebury, the History department is sure to appear. The staff is exceptionally well balanced in terms of seniority, teaching experience, academic interests, and personalities. American history has been

the most popular sub-area in the department, but there is particular strength in modern European and Asian history as well. Middlebury has had a ten-year commitment to African history and in recent years Russian history has been added. History seems to offer students a balance of normally separated virtues—large drama combined with care for detail, moral interest combined with empirical research. Members of the faculty have been at various times described as "passionately concerned," "encyclopedic" and "incandescent."

History has a carefully constructed program which assures that every student will be able to pursue senior research in depth. This research may be a traditional thesis, a teaching experience, an historiographical or bibliographical essay, a translation project, or research in oral history.

POLITICAL SCIENCE

"Political Science defines, describes, explains and evaluates political phenomena. It does so with a number of disciplines or habits, including science, philosophy, history, and prudence. . . . The curriculum as a whole is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences, and to prepare students who intend to pursue further work in either graduate or professional schools." This is the official *Course Catalogue* description of the Department. Anyone at Middlebury would know immediately from the language alone that the statement was written by the department's philosophical chairman. The key words are "discipline," "habit," "prudence," "thoughtful." Given the passion and prejudice of the political world, these words may seem very much out of place. "Political Science," as its very name suggests, is the study most informed by hope in the college curriculum. Its aim is to bring rationality to the tangle of society and government.

"Rationality" is conceived in two ways in the discipline and both are represented in the department: On the one hand there is detailed empirical study of political phenomena—augmented in recent years by extensive use of computer data and modeling; on the other there is the close, analytical examination of the central philosophical concepts used to explain and evaluate political action. From time to time, it has been suggested that the department might well split into a political philosophy department and a political "sociology" department. The departmental faculty (and students) usually recoil with horror at the notion since they find the combination of high theory and hard fact intellectually fruitful.

PSYCHOLOGY

Psychology is a discipline that draws from both the social sciences and the natural sciences in its quest to understand the varieties of human behavior empirically. An appropriate undergraduate program in psychology will focus in one part on certain processes: e.g., learning, perception, attitude, or choice behavior, and the controlled study of the variables relevant to them. Another part will focus on the abnormal or disturbed manifestations of these behaviors. A third part will focus on intra-individual processes which mediate these behaviors, whether normal or disordered.

Course offerings in psychology at Middlebury College serve at least these three functions and give the student related practicum or laboratory work where such is relevant to the course material. Many students are surprised by the "scientific" bent of psychology at Middlebury. Popular images of "psychology" as an instant key to and sudden cure of, the troubled human self, distort the theoretical and practical complexities of the subject. Psychology is truly a young science although its rise has been extraordinary in this century. The Department's interest in precision, control, and experiment reflects a legitimate desire to substitute validated truth for mere conjecture and opinion.

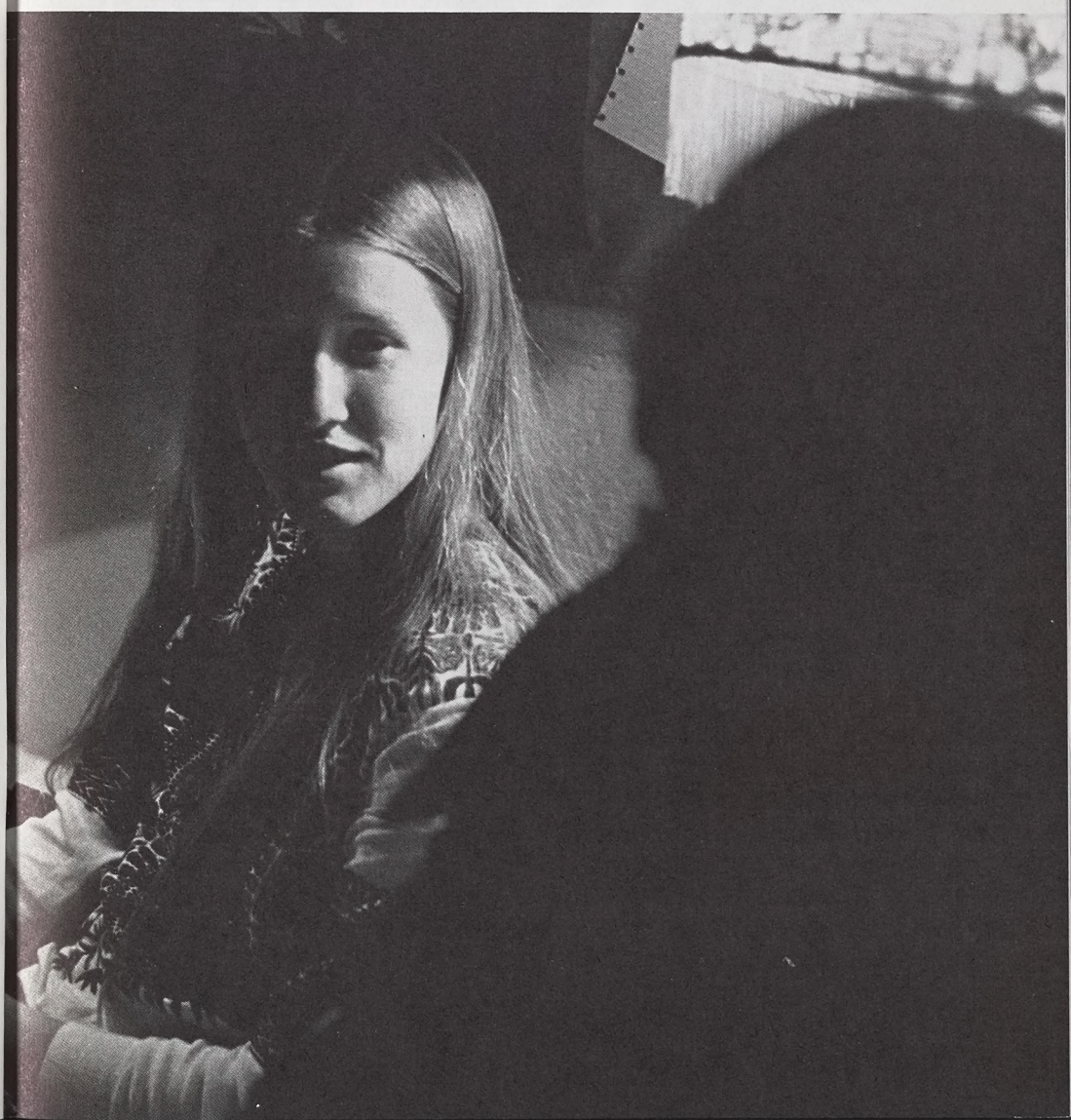
SOCIOLOGY-ANTHROPOLOGY

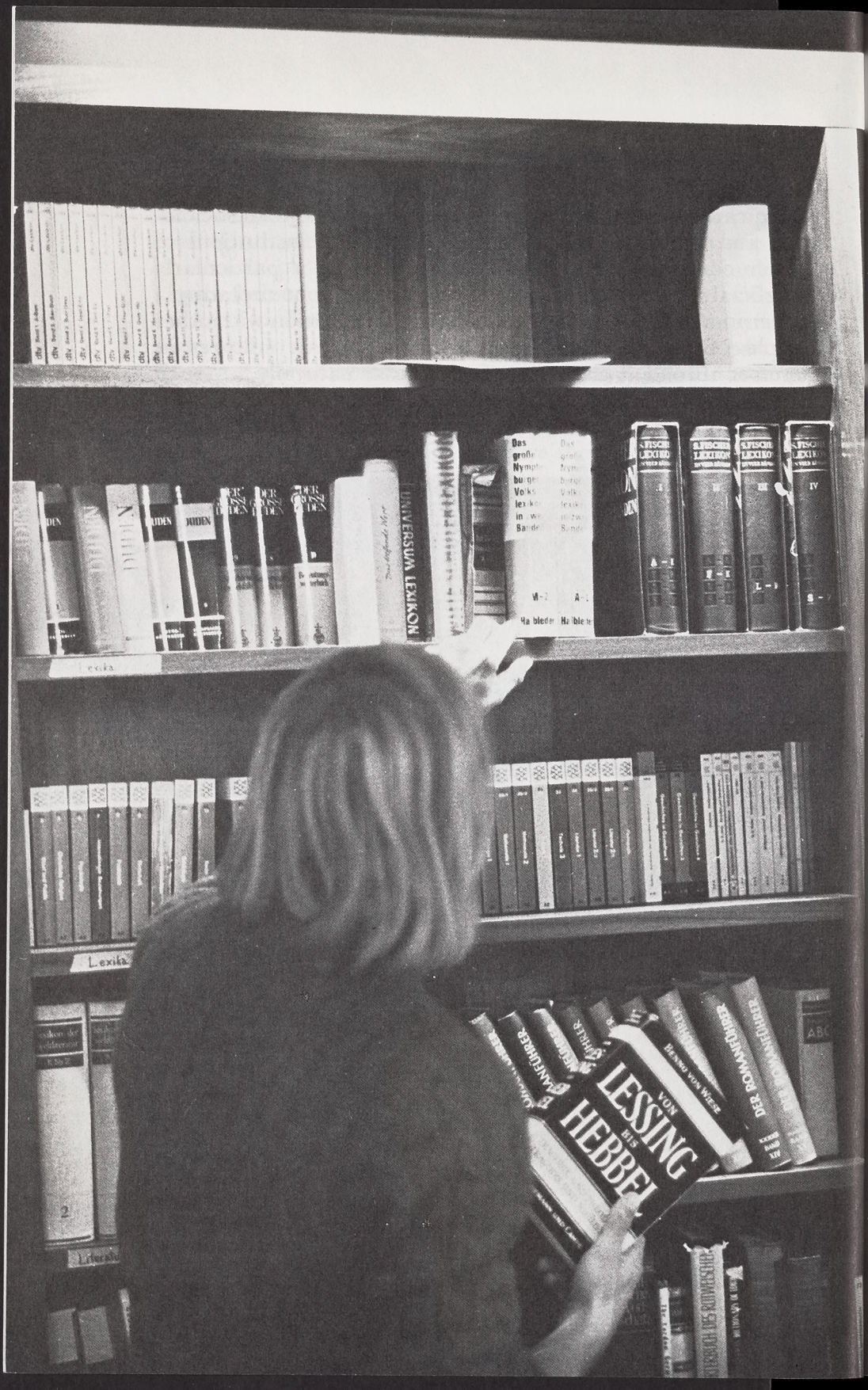
Sociology-Anthropology has the distinct advantage of combining exposure to two disciplines within a single department. A special effort is made to help students to capitalize on these two complementary perspectives. Students are encouraged to study comparatively those social institutions covered by both anthropologists and sociologists: family and kinship, stratification and inequality, and political behavior. Students can usually devise their own program of area studies using the resources of other departments. Sociology-Anthropology offers course work in Latin America, the Far East (especially China and Japan), and North American Indian cultures. Several courses deal with American society and its social problems: education, population, deviance, and majority-minority relations.

The department blends both the scientific and humanistic dimensions of Sociology and Anthropology. For the science-oriented, there is the opportunity to engage in original research or to perform analyses on data bases already available on the computer. For the humanities-oriented, there is the oppor-

tunity to consider the human implications of social-science research. Field work abroad and original research are encouraged.

In career terms, the large majority of professional sociologists and anthropologists are connected with institutions of higher education. Sociology-Anthropology is a particularly beneficial liberal arts major for the student contemplating a career in any field involving extensive participation with other people—especially those representing different cultures at home or abroad. This course of study leads naturally into such careers as law, elementary and secondary education, social service overseas, government, social work, business and diplomacy.

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FOREIGN LANGUAGE

Middlebury College has an international reputation in foreign language studies. Throughout the United States, Canada and Europe, the standards of Language Studies at Middlebury have been highly acclaimed and recognized by graduate and undergraduate institutions. Each year new dimensions are added to the language programs that attract distinguished faculty and students from around the world. In addition to the summer language programs, the College offers a much wider range of foreign language courses on an undergraduate level than at almost any other institution in the country. Some of these are offered on campus during the regular academic year in Chinese, French, German, Italian, Spanish and Russian, or during the summer when the seven language schools for graduate and undergraduate students of Chinese, Japanese, French, German, Italian, Spanish and Russian are in session, or at one of our four schools abroad, from September to June. All such courses carry credit toward the Bachelor of Arts degree and are open to language as well as non-language majors.

Most language majors will wish to take their junior year at one of the College's schools in France, Germany, Italy or Spain, but it is not unusual for political science, biology, art history, and majors in other disciplines to spend part or all of their junior year in Florence, Paris, Madrid or Mainz. Foreign study opportunities can also be arranged at Leningrad University through the Chairman of the Russian Department. Languages at Middlebury are innovative and creative and offer the opportunity to students to not only increase their knowledge of the spoken language, but to have direct contact with the culture and tradition of the country of their language, either through specially designed courses on campus, participation in the summer language schools, or foreign study.

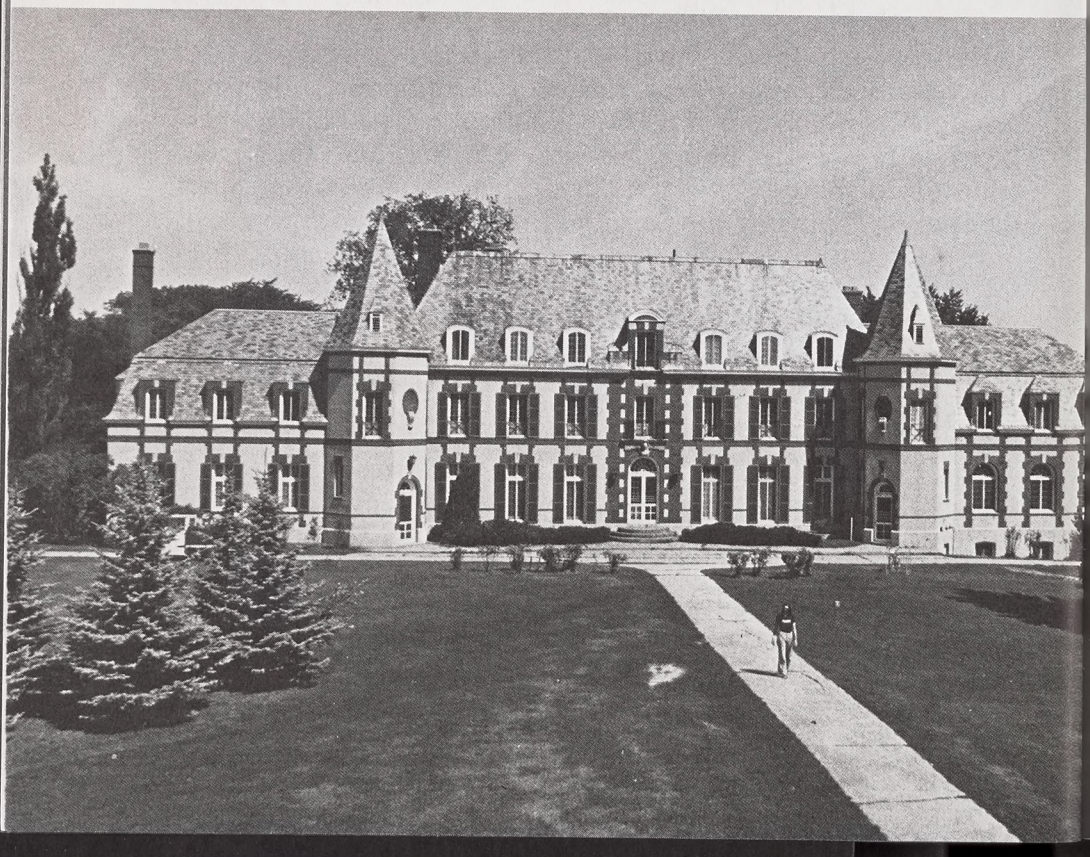
FRENCH

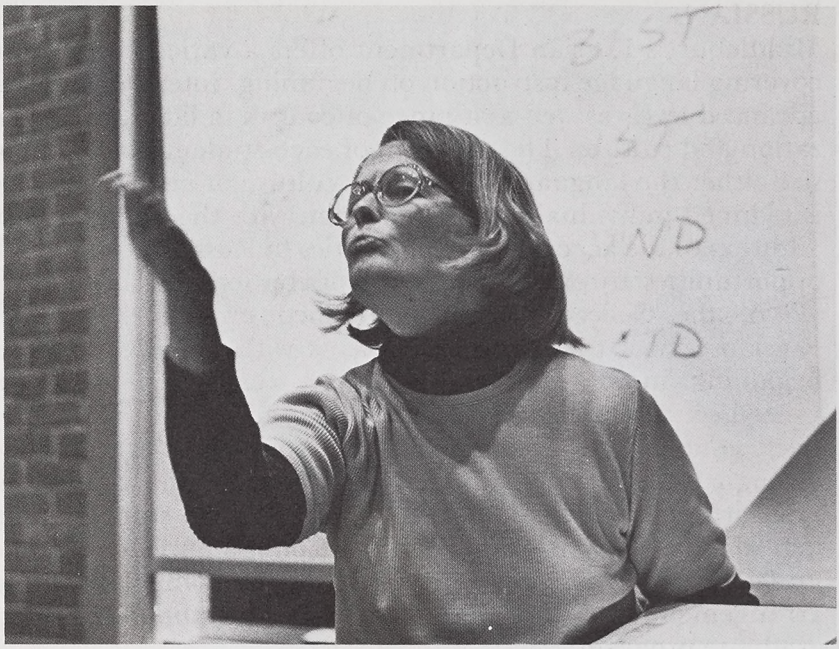
The French Department is young, active, flexible and diverse. It provides programs for students with no prior experience as well as advanced courses for the student who already has a rich French experience. Through intensive elementary courses, students move rapidly into various conversation and literature courses. For those students whose contact with French language has been extensive, advanced courses are offered in stylistics, linguistics, poetry, theatre and prose. In addition, upperclassmen with advanced preparation may elect courses in the great literary periods as well as advanced writing, aspects of con-

temporary France, active theatre and a history of French cinema.

In addition to the program of study offered by the French Department, there are varied extracurricular activities. They center in the Chateau with its forty French speaking residents. In the Chateau dining room the French Department faculty eats on a regular basis with students and together they plan films, discussions, plays and poetry readings. Among faculty and students there is a growing interest in neighboring Quebec as evidenced by visits to Montreal for lectures, plays, theatre and other cultural events.

An opportunity for foreign study is also provided through the Junior Year program in Paris. Each year many Middlebury students participate in the School in France designed to form a logical link between sophomore and senior years. The first few weeks, beginning in early September, constitute an intensive preliminary session of language work and an introduction to contemporary France. Upon the completion of these preliminary courses and through consultation with the resident Director, students select courses from a wide range including art, history, language, linguistics, literature, philosophy, political science and sociology.





GERMAN

German is not a language which many entering students have already studied, or in which they plan to major. It says something about the Middlebury German department that it produces a very respectable number of German majors. Key to their success is a very carefully thought out, witty, and imaginative set of elementary teaching materials devised by the staff. (A best seller nationally.) These materials are then set into a unique teaching pattern which minimizes out-of-class preparation but maximizes intensive drill with faculty. This obviously calls for dedication from both student and teacher but the excess energy of the department appears to make the whole exercise both profitable and enjoyable.

The Germans were first in the field with a Middlebury overseas undergraduate program at Mainz. The program is deliberately limited to a single term since experience strongly suggested to the department that most of the linguistic gains are made in that period. The relationship with the University of Mainz is unique in that Middlebury students are permitted to enroll directly in regular courses. Recently, through Mainz, the department has begun to import from the second German TV network television programs for experimental teaching purposes.

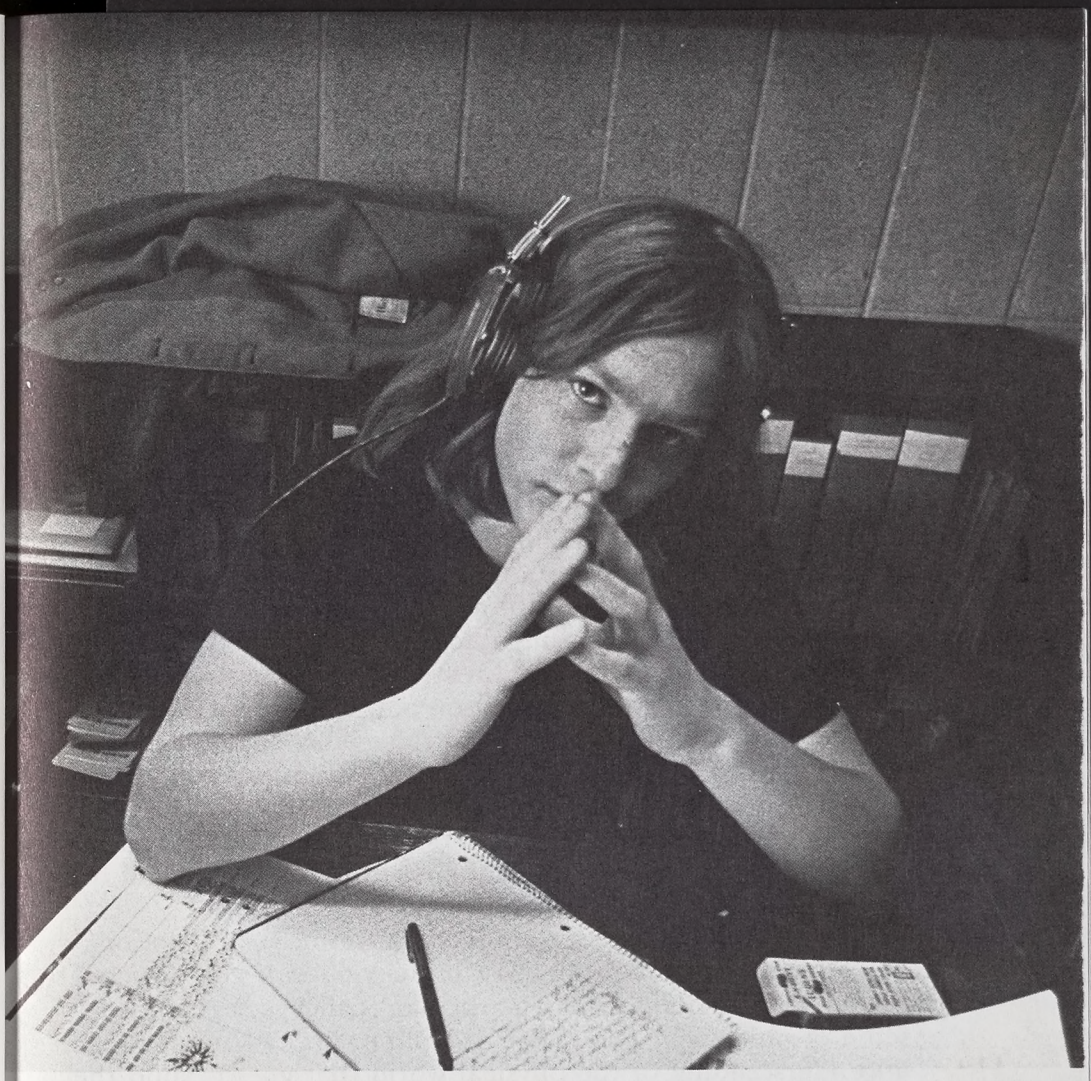
RUSSIAN

Middlebury's Russian Department offers a varied curriculum covering language instruction on beginning, intermediate and advanced levels as well as a range of courses in literature, civilization and culture. The program of each student may emphasize either the language, literature, culture or civilization and is planned individually in consultation with the chairman. In addition to the academic year activities in Russian studies with opportunities to explore Soviet contributions to the literary world, the College has an established nine week summer Russian School that provides students with intensive study in beginning, intermediate and advanced Russian as well as advanced courses in culture and civilization offered during the six week session. The Russian experience may also be broadened through foreign study. Middlebury is one of the institutions sponsoring a semester-long program of Russian study at Leningrad State University through the Council on International Educational Exchange. Participation is competitive and arrangements should be made early in the student's undergraduate program.

SPANISH-ITALIAN

Spanish — the twofold aim of the Spanish Department is to develop in its students a full command of the language as well as a thorough contact with the rich literature and culture of the Hispanic peoples. The introductory courses concentrate on a thorough and rapid development of language skills that will enable the student to become involved in advanced courses in language, literature, and culture and civilization. In addition to the diverse courses offered by the Department, juniors may participate in the Spanish School in Madrid. Majors as well as non-majors are encouraged to take advantage of this opportunity to widen their educational horizons by studying in the context of another cultural milieu. Middlebury also offers intensive language instruction at the beginning, intermediate and advanced levels as a part of its summer Spanish School. In addition, a number of graduate courses are open to qualified undergraduates. During the academic year various activities are organized through the Spanish Club, and students have the opportunity to dine with faculty members at the Spanish tables in the Chateau.

Italian — the Italian courses are designed to meet the needs of Italian majors, other foreign language majors and students from related fields such as art, literature, music and



sociology who are working toward a double or joint major. The aim of the program is to develop, not only a working command of the language, but involvement in the Italian contribution to literature, art, music and philosophy. In recognition of the needs of the college community at large, the department also offers courses in translation. The Italian experience may be further enriched through participation in the summer session of the Italian School. Intensive instruction is offered at both the beginning and intermediate levels. Qualified students may also participate in advanced graduate courses offered at the summer session of the Italian School. An opportunity for foreign study is provided through the Junior Year Program in Florence, Italy. Majors and non-majors actively participate in either the one-semester or full-year programs in Italy under the guidance of a resident director.

NATURAL SCIENCE

In 1968 Middlebury dedicated a four million dollar Science Center. Although the building is filled with sophisticated scientific equipment (such as the NMR spectometer in the Chemistry Department or the PDP-11 computer in the Physics Department) no small liberal arts college can claim to match the hardware of major scientific institutes. What Middlebury does offer the prospective science major is a program geared in size and academic philosophy toward teaching. All science programs at Middlebury are conceived both as self-sufficient undergraduate majors and as preparation for post-graduate work in that science or in allied professions. An A.B. program in science at a major graduate or research university may be an undergraduate program in name only—in effect it may be a total pre-PhD program in which the weight of the faculty, facilities, and curriculum is directed toward the state of the discipline rather than the condition of the apprentice student. At Middlebury, senior members of the science faculty teach at all levels from elementary to advanced. Faculty energies are not divided between graduate and undergraduate instruction. Centralization of science instruction in the Science Center allows a student to become familiar with the full range of instruction and research going on at the College.

If the arts and humanities have an immediate emotional appeal to many students because of their relevance to personal needs, the sciences present a particular challenge to a student's sense of objectivity and inner discipline. Many students seek an understanding of the physical world that goes beyond the descriptive level, one that interprets phenomena in more fundamental terms. There is an austerity about the sciences—a rigorous and exacting discipline of observation and imagination that makes demands of both student and teacher. A major in science can provide a sound basis for further work in any career that demands capacity for analysis and disciplined thought.

BIOLOGY

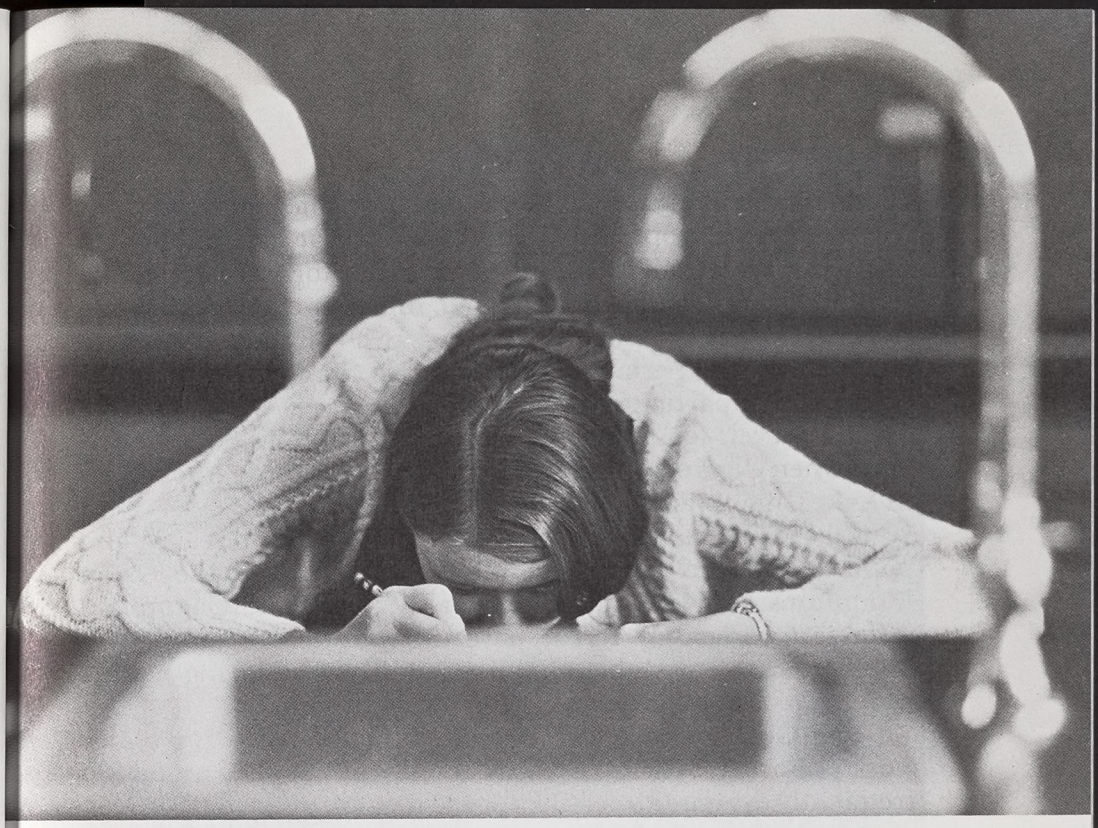
A combination of circumstances has made the biology department the most often chosen major among the science departments. Biology has probably had more sensational theoretical advances than other sciences in the last ten years; ecology has enjoyed wide national publicity and a recent heightened interest in medical school has pushed biology enrollments. Biology has an exceptionally strong staff and the department

has carefully restructured its curriculum. Several members of the department have established national reputations for research. The department offers a wide ranging program of study from investigations of biological process at the molecular level to human ecology. The College's location in the Green Mountain area has led to a traditional interest in botany and field ecology. In addition to the straight major with its various internal emphases, there are joint programs with Psychology and the traditional Bio-Chemistry major. Biology also serves as a sub-speciality of an independently established program in environmental studies.

Members of the biology faculty have intensive teaching responsibilities since they take direct responsibility not only for the regular lectures and discussion but also for the laboratories. The department emphasizes the use of live materials in laboratory work which, while much more demanding on faculty and student, is judged to be essential for first quality work in the field.

CHEMISTRY

The Chemistry department recently introduced a course in Environmental Chemistry at the elementary level. This seems only appropriate given the great concern about pollution, energy resources and the environment. Chemists have come in for some bad press for supposedly devising the synthetics, smells and sludges which afflict modern man. What is not always appreciated is that the cure for these ills will have to be a chemical cure. Even if we were to turn off our technological economy—which seems unlikely—the chemists would be needed to find appropriate scrubbers to get us back to natural paradise. Chemistry has its own peculiar way of life. Not as austere as physics, perhaps not as immediately pleasurable as biology with its creeping, crawling, flowery things—chemistry still retains an aura of the old alchemical magic. There are those esoteric formulae and bubbling liquids, but fundamentally there is the detective work which occupies so much of a chemist's time—the sheer inegenuity and inventiveness of experimental techniques which, on the slenderest variation in a spectral line, the minutest rise in temperature, open up the inner secrets of fundamental change. The chemistry curriculum provides a framework within which a student can develop an approach to problem solving and reasoned choice that can be brought to bear in all areas of endeavor. The collection and analysis of data, the consideration of analogies, the ability to



ask oneself leading questions, to design experiments that answer questions and to synthesize ideas are among the general educational objectives.

The two majors, a "straight" chemistry major and a joint major in Biology and Chemistry are probably more highly structured than most other majors at Middlebury. It is for this very reason, however, that the study of chemistry can lead to real personal reward. Perceiving the interdependence of the laws and theories governing the behavior of matter and energy as the abstract intellectual scaffolding is erected leads to a satisfaction that is analogous to that enjoyed by an architect who starts with a scratch pad and ultimately sees his sketches translated into complex physical reality.

GEOLOGY

Sociologist David Riesman mused recently about what creates "high morale" in an academic department. He said that he had observed in his travels about the country that the department which almost universally had the highest morale an any college was the Geology department. While it would be impertinent to grant highest honors to any academic department, Geology would certainly have to count in any list of high morale departments. The reasons are precisely those listed by

Riesman and a few special to Middlebury. The primary reason for the general popularity of Geology is that it is uniquely a study in which student and teacher "suffer together." There is nothing like a Geology field trip, clambering over rocky slopes to place student and faculty members in a common life experience. Geology experiments often involve considerable physical effort for all participants and students can, even on this elementary level, feel that they contribute something to the science when digging out a core sample or dropping a lead line in Lake Champlain.

All the Middlebury Geologists are involved in research and publication. The location of Middlebury between the Green Mountains and the Adirondacks and near Lake Champlain offers an immensely fertile natural laboratory which is frequently augmented by oceanographic work during winter term at Woods Hole and other research sites.

The Geology department offers as one option for senior work published articles in professional journals. It is an option frequently exercised.

MATHEMATICS

Mathematics is one of the most heavily elected departments in the College since a knowledge of mathematics is considered vital not only in the traditional hard sciences like physics and chemistry, but in biology and the social sciences.

For majors, the Mathematics program hopes to give students an insight in the nature of mathematics and prepare them for graduate work in mathematics if they plan to go in that direction. The department has been notably successful in this latter area where Middlebury Mathematics students typically score in the very highest percentiles of the Graduate Record Examination in Math. Pleased as the department is with the success of its majors in gaining admittance to graduate programs, it considers itself a teaching department for undergraduates, not a pre-professional staging area. It is a symbol of this attitude, perhaps, that one of the members of the math faculty recently offered a very successful winter term on "how to write an elementary calculus text."

PHYSICS

The Physics Department presents a program that suits students with a wide range of career objectives: those who take physics as a cognate to another major, those who take it as preparation for graduate work in one of the physical sciences or engineer-

ing, and those who study physics for the love of the subject with no direct plans to use it after graduation.

The department works with a "hands-on" philosophy. Students are encouraged to probe nature experimentally, be it by means of oscilloscope, telescope, or nuclear detector. Because of the importance of electronic instrumentation in science and society, a two term sequence on electronics is offered. In these courses, the student works with operational amplifiers, digital integrated circuits and the other building blocks of modern electronic systems.

The department is well equipped with sophisticated research equipment and physics majors have the opportunity, often reserved to graduate students, of working on a one-to-one basis with professional physicists on problems of current interest in physics.

Physics is no major for the faint of heart but the department has a talent for encouragement in a difficult field—it even offers a course entitled "Electronics for the Intimidated." It has been a source of satisfaction that Middlebury has produced more physics majors as a percentage of graduates in recent years than the national average for all colleges and universities.

OTHER ACADEMIC PROGRAMS

In addition to the regular departmental programs and majors in which most of the students major there are other academic programs which have been structured along cross-departmental and cross-disciplinary lines.

AMERICAN STUDIES

The newest interdepartmental program at Middlebury is an interdisciplinary investigation of the various facets of the American experience as it is treated in history, literature, political science, religion and philosophy. Students majoring in American Studies participate in a special senior seminar devoted to a particular aspect of the field.

CHINESE

Middlebury has recently introduced an undergraduate program in Chinese to complement and expand its very successful long time summer program in that language. Courses are offered in introductory and secondary levels of Mandarin, and the College also offers courses in translation covering major literary and ideological movements in Chinese culture. Students may pursue an expanded program of Chinese studies by coordinating undergraduate work with the Middlebury College summer program. Chinese language augments a constellation of course materials in Asia offered in History, Religion, Art and Anthropology.

CLASSICS

The oldest and most traditional of the liberal arts subjects, Classics serves mainly as a support program for the humanities, political science and history. Beginning, intermediate and advanced instruction is offered in Greek and Latin and, as interest and staffing time permit, courses are offered in the classical literatures either in the language or in translation. A major program can be arranged in Classics via independent study options.

ENVIRONMENTAL STUDIES

An interdisciplinary major with emphasis on Ecology, Earth Science and Human Ecology. Depending on a particular interest, the student fulfills the major requirements in either Biology, Geology, Physics, or Geography. The Environmental

Studies Program is particularly suited to students planning to work in such interdisciplinary careers as terrestrial or marine ecology, oceanography or human ecology.

TEACHER EDUCATION

Middlebury does not have a major in Teacher Education. Students participating in this program major in one of the regular departments or programs. Academic course credit is offered, however, for various aspects of the program including practice teaching which is usually carried out in one of the neighboring school districts. Teachers who complete the Teacher Education Program can be fully certified by Middlebury for teaching in most of the states in the United States.

INITIATIVE, INDEPENDENCE AND THE CURRICULUM IN LIBERAL ARTS

The curricular programs set forth above are benchmarks for a liberal education. As departmental majors or special programs, they constitute fruitful and tested ways of developing in an orderly fashion important skills and insights. At each point and level in the total curricular picture at Middlebury, there is a recognized way for the student with initiative, special talent and a demonstrated ability for independent work to reconstruct the pattern of studies. The following paragraphs give a brief description of these independent study options in order of increasing scope and complexity:

FOUNDATIONS COURSES AND CONCENTRATIONS

The Middlebury College curriculum is designed to assure that each student's education includes a certain breadth of knowledge. In consultation with an academic adviser, each student plans his or her curriculum so as to provide an introduction to a broad spectrum of ideas.

The College offers a series of Foundations Courses in the major departmental and program areas of the curriculum. Foundations Courses are designed to offer introductions to major historical traditions, great ideas, and great works. They will provide the foundations for further learning in the area of the course or in allied areas, and they will be designed to aid students in their choice of a major. Each student takes three of these specially designed one-term courses in three different divisions by the end of the sophomore year.

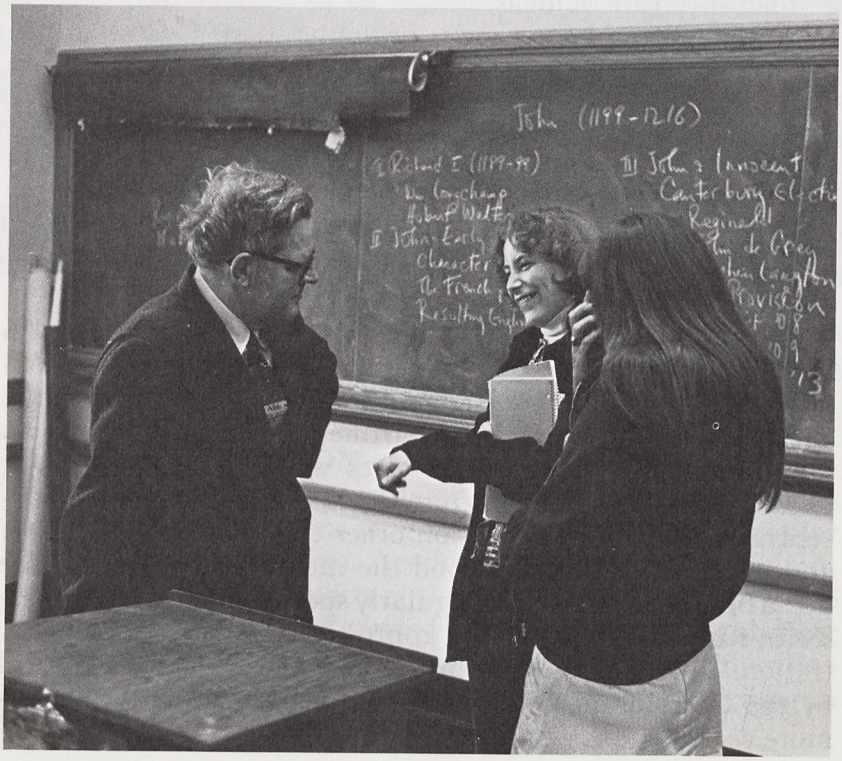
In planning his or her curriculum each student elects a Concentration, in addition to the major. A concentration consists of four or more courses, unified by a general principle. The concentration may be departmental, or governed by an interdisciplinary theme. It involves work outside the major and substantially different from the major. Normally the concentration will be in a division other than that of the major, and it includes courses beyond the introductory level. While departments and divisions regularly specify concentration patterns, students may also seek approval for an original concentration. The student's concentration is submitted for approval by the Curriculum Committee before the end of the sophomore year.

INDEPENDENCE AND COURSE STRUCTURE

Departmental Scholar in a Course: when in the mutual judgment of faculty member and student, the student's progress in a course would best be served by freeing him or her from all course requirements except the final examination the student is declared a Departmental Scholar in the course. Generally this means that the student follows the curriculum of the course, augmenting this with independent reading and frequent tutorial sessions with the faculty member. "500" Projects: students with strong records and particular interest may apply to their departments to substitute an independent project (numbered '500' in the course sequence) for a regular course. Such projects usually culminate in an extensive research paper, a major production, performance or portfolio of poems, paintings or prints.

INDEPENDENCE AND THE DEPARTMENTAL MAJOR

Most departmental majors have great inner flexibility. There are some highly structured majors in which the nature of the discipline prescribes a necessary sequence of course work. On the other hand, there are pan-disciplinary majors like Religion

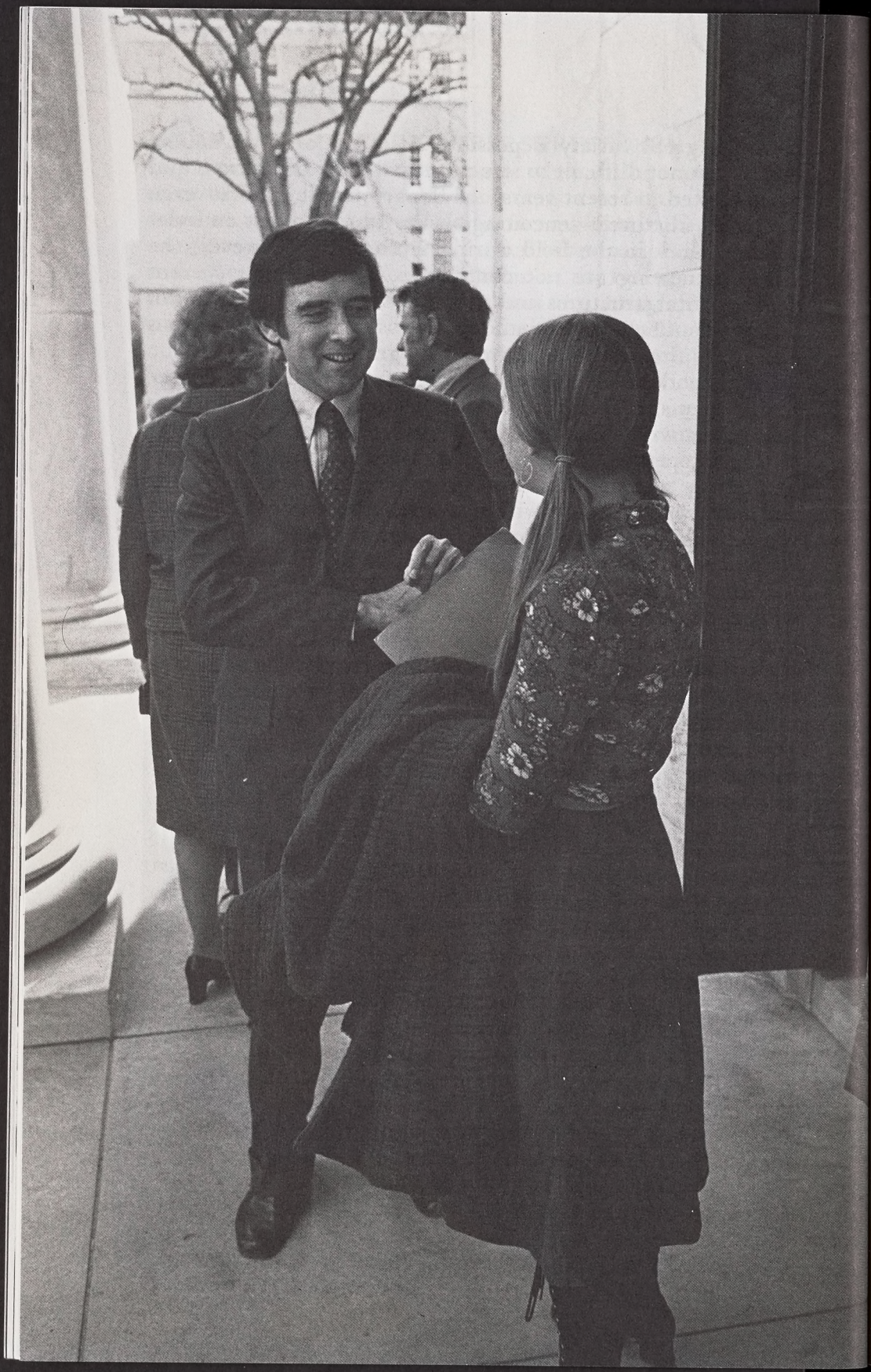


in which great variety is possible. Joint majors and double majors are not difficult to structure and have been more and more elected in recent years. All departmental majors—even the most structured—encourage if they do not insist on independent work in the field during senior year. However, the ways of knowing are not confined to any college's current departmental structures and so Middlebury has a program of Independent Scholars for students whose talents and interests clearly require independent major programs.

Independent Scholars are released from all normal degree requirements, and devote their time to a program which is worked out with a faculty advisor, under the general oversight of the Independent Scholar Committee. Such programs may be broadly transdepartmental or may involve intensive study and advanced research within a single department. Normal restrictions as to numbers of departmental courses, number of courses necessary for a degree and so forth, are waived with the understanding that the student will fashion a program with appropriate focus, and that work which is accomplished outside the normal curricular structure will be equivalent in level of achievement to that required in the normal A.B. program. An Independent Scholar's studies may include multiple credit independent projects, reduced course loads, off-campus work, accelerated progress toward the degree, non-departmental programs, and interdepartmental majors as well as more intensive departmental majors.

INDEPENDENCE AND GRADUATION REQUIREMENTS

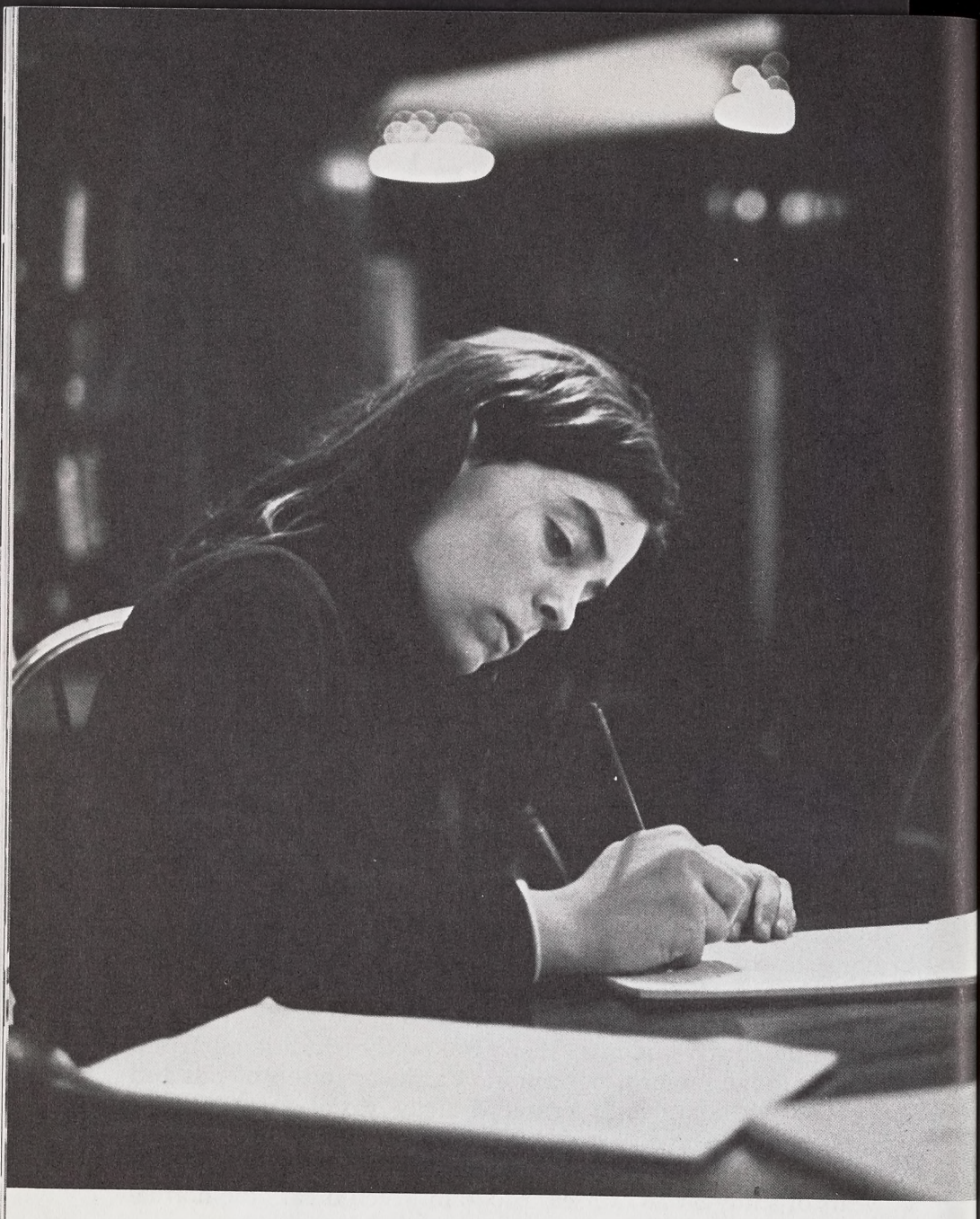
The normal graduation requirement for Middlebury is four years in residence, election of three foundation courses, a concentration and the completion of a departmental major. Students may restructure the major requirement under the Independent Scholar option or they may under certain conditions qualify for a Middlebury degree while pursuing graduate or professional studies. Students with excellent records may elect a three year pre-professional program pointing toward medicine, dentistry, law, engineering, or business. Students who qualify for admission to any of the appropriate professional schools at the end of their junior year at Middlebury may be permitted to move directly into professional studies and qualify for the Middlebury degree at the end of their first year at the professional school or when the terminal degree is completed. Students interested in the three year plan should contact Dean Walter Moyer in the Placement Office.



A Sense of Life: Patterns in Time

Four Years: Most students take four full years to complete their A.B. degree. Because of its successful graduate summer program, Middlebury is not under financial pressure to direct students toward summer sessions at the College. While there is nothing sacred about the traditional four college years interspersed with summer breaks, the logistical problems faced by students when summer attendance is urged or required can be considerable. If students are in attendance in different term patterns throughout a four year academic career, it is necessary to adjust for disruption in roommate patterns, variable availability of faculty, and uncertainties about which students will be available to staff the student activities or the athletic teams. While these problems can probably be dealt with in a large institution, in a small college like Middlebury they would be very difficult to manage. Not only do students come to a small college with the hope that they will be able to form reasonably stable friendship groups, but all the college activities from academic seminars to football run on a full participation principle as a necessary principle of success. Large universities may have reservoirs of athletes, student editors or advanced literature majors to fill in while someone else is off in a fall or spring term, but at Middlebury most activities need every available body. As the athletic coaches testify, running with a thin crew has its anxieties but it is also a source of a special esprit and allows everybody to get into the act. When you need everybody, no one gets lost.

Middlebury students, then, follow the traditional freshman through senior progression. (Variations at both ends and in the middle are considerable, but the variations are variations around the core structure. Some freshmen do begin in Spring term, some have students accelerate in the middle years or study on an overseas program which breaks the normal term progression. Some students leave after three years to attend professional school and receive their A.B. from Middlebury on the so-called 3-2 program.) As freshmen, students must complete the freshman writing requirement. Most students experiment with tentative major possibilities. In sophomore year a preliminary choice of major is made. This allows students to make a serious test of their prospective interest while there is still time to consider other options if their first choice proves in-



appropriate. By having a departmental identification, it is also possible to have a functioning advising system for sophomores. By junior year a student will have firmly decided on a major and probably half of his or her course work, at least, will be in that area. In senior year, all departments offer some special senior work: seminars, thesis, or general examination as an integrating study or special research.

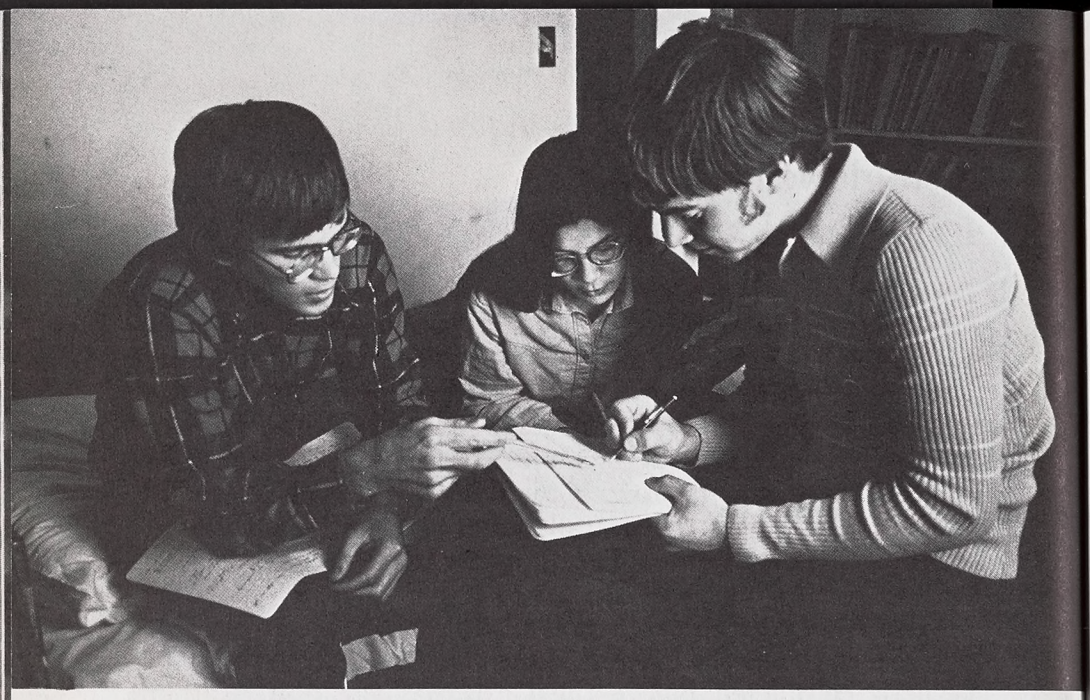
A single year: 4-1-4 Curriculum

The time pattern in a single year at Middlebury consists of a Fall Term of 12 weeks ending at Christmas vacation, a Winter Term of 4½ weeks in January and early February and a Spring Term of 12 weeks ending about the last week of May. In the Fall and Spring Terms, the normal course load is 4 courses, but students may with permission take 3 or 5 in a term. The aim is to allow students to vary their academic load in a single term in the light of the overall pattern of their educational program. In the Winter Term, students take one intensive course.

The 4-1-4 pattern has several advantages. It allows the college year to follow the rhythm of the calendar year so that Fall Term is completed before the Christmas vacation. Rather than let the January period lie fallow either through an extended vacation or a "reading period," the faculty has chosen to utilize that time for curricular innovation. The Winter Term opens up teaching possibilities at the College that are simply impossible in any conventional term. The clearest example of a unique possibility that can be realized in Winter Term is the extended field investigation. When students are involved in four courses simultaneously, they cannot take off for three weeks of core sampling in the Atlantic, a study of the geography of Sicily, or extern work observing heart surgery at a New York hospital—all projects from the recent Winter Terms.

In the Winter curriculum, faculty are able to try new ventures not easily structured in a Fall or Spring Term. Exotic areas of a discipline, special interests, or unusual methodologies may be the focus of an experimental course. Some recent entries: Losers, Suckers and Dupes, a study of the anti-hero in Western Literature; The Art of Science Fiction; the Lebesque Integral; The Railroad Game, a simulation game in the building of the American railroad empires in the 19th century; College Law; Survey of the Chinese Novel; The art of the film from *Zero de Conduite* to *Duck Soup*.

In certain disciplines great efficiencies in learning can be accomplished by an intensely concentrated period of study on a single technique, problem or body of material. The Spanish Department, for instance, has been experimenting with an intensive introduction to Spanish in the Winter Term.



Independent Study in Winter Term: in addition to the curricular offerings by the faculty, there are extensive possibilities for qualified students to pursue independent projects during the Winter Term. In addition to the normal independent research project akin to the "500" courses in the regular terms there are two unique possibilities in Winter Term:

Internships: students are permitted to take ungraded internships in various professional areas: law, medicine, architecture and so on. The internship may be off-campus—some have been as far away as the mayor's office in Bremen or a clinic for autistic children in London—or it may be working in the office of a local attorney or at the University of Vermont Medical School. In all cases, internships involve significant exposure to the essential work of a profession. Mere bystanding or routine clerical work is not sufficient to qualify a position for an internship.

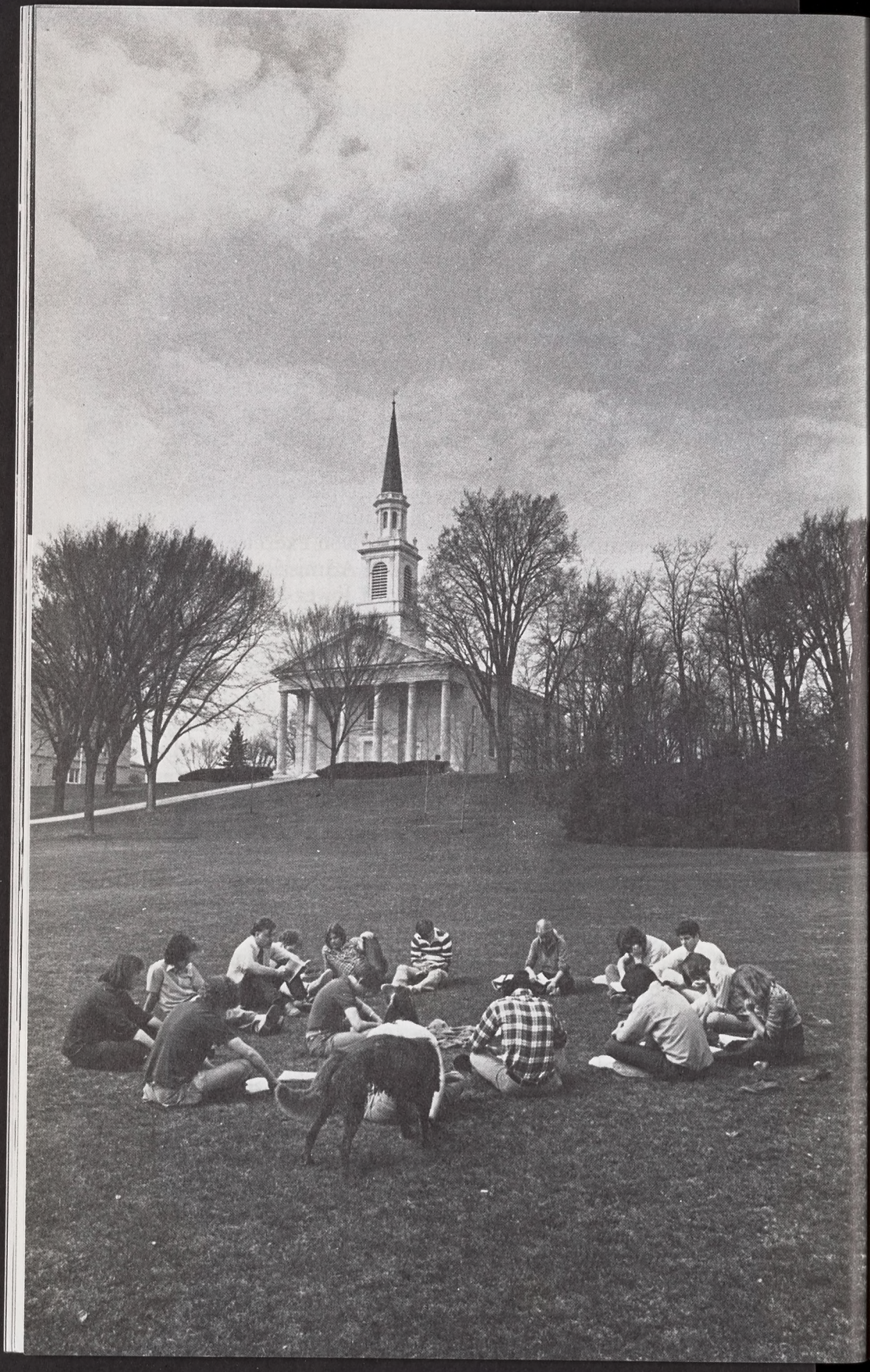
Reading Groups: no course can come close to covering all that can be studied in an area, no curriculum can contain all there is which is worth studying. Reading groups permit small groups of students who wish to continue the work of a course to do so. With permission and assistance of the faculty member giving the course, a reading list, schedule of study and a method of testing is devised for the Winter Term in those areas of the course in which the students aim to extend or deepen their knowledge. Reading groups may also be organized by departments to cover significant areas in a field which cannot be included in the regular teaching curriculum.

A Sense of Life: Improvisation and Theme

FREEDOM

The most immediately obvious fact of life at most colleges is freedom. Freedom is everywhere in contrast to high school. No proctors follow up a missed class, no study halls, assignments become more major and there are long periods when no one is marking and admonishing as students prepare the materials on which they will be evaluated. In short, the responsibility is on the individual student in this freedom from structure to take on the task of his or her education. To the extent that this can be done, Middlebury looks for the student who knows how to superintend freedom. A student with an abundance of natural talent may score well on an aptitude test but be a very poor student because this intelligence is given exercise only in occasional bursts as the mood moves. The Admissions Director was asked one day about a student with lower than average SAT scores. "Well," he said, "That fellow is a cross country runner and it has been my experience that those guys are awfully dogged when they set out on any task. He'll do o.k." The prediction proved out.

Freedom relative to academic performance is the major public responsibility that every student has to take on, but freedom in the larger life pattern of the College is also a fact which must be accepted responsibly. The College has an immense Handbook full of pages of data, admonitions, procedures, standards and what not, but there are precious few College social rules. The Dean of Students likes to sum it up by saying that the primary college rule is "Be considerate." In general, students manage their own social life. The current nostalgia for the decade of the 50's (or the 20's) has not yet turned anyone's taste back toward the carefully chaperoned dances, or the rule which forbade men to be on the women's side of the campus after 10:00 p.m. Most of the college dormitories are co-educational in some fashion or other: by wing, by floor section or corridor. The effect of co-educational dormitories on the whole has been salutary. Insofar as living arrangements are a sign of respect for the maturity of the young people who come to the College, they become an instrument in sustaining that maturity. In terms of the Dean's rule of "considerateness," coeducation in general and the current College residential policies appear to be positive factors in encouraging that virtue.

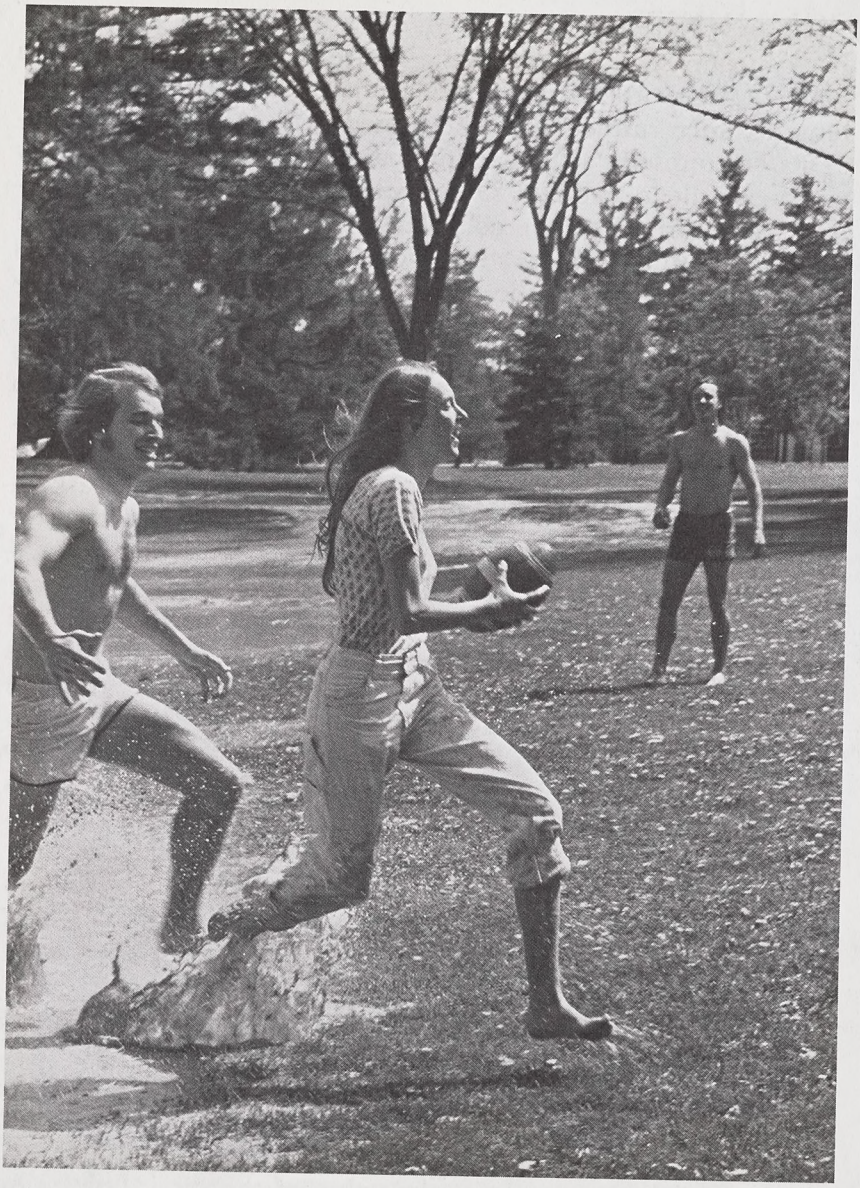


COMMUNITY

If cross country racing presents a figure for the diligence which makes talent productive, there is also the "loneliness of the long distance runner" to be reckoned with. Any Dean of Students or counselor will recount that "loneliness" is a primary worry of college students. One suspects that the better the college, the more often the complaint is heard. This is not surprising. Young people who show the kind of intellectual achievement it takes to be admitted to a very selective college have necessarily spent a lot of time wrapped up in books, writing poems, laboring over lab reports and the like. A lot of life's satisfactions have been in the world of ideas and imagination and some of this may exact a toll on the easy flow of social life. Middlebury does have its share of loneliness—finally no one but the individual student can master the academic tasks—but there are many factors at the College which run counter to isolation and create community. A few are worth special mention.

One of the delights of the large university is the size and variety of the curricular menu—a myriad of courses in endless departments served up by armies of faculty. Contrary to some propaganda, excellent teaching by top faculty does go on in individual classes. What is much harder to obtain in the large institution is a sense of on-going community between students and faculty. The individual classroom teacher may be as warm and open and generous with his time as can be, but the statistical law of the land is that a student will very seldom have the same faculty member twice in an entire academic career. One of the advantages of smallness is continued exposure over time to a comprehendible number of faculty. The student has an opportunity to see a faculty member in various ranges of expertise and working at different levels of a subject. Faculty student relations are not characterized merely by information flow for a term, but, because they can continue over four years of a student's career, the faculty member can become a living example of the value of the discipline he or she knows and professes.

Being in Middlebury, Vermont, is a definite aspect of community formation. Social life cannot be channeled around existing commercial delights as in the city so there is a necessary, pleasant improvisational quality to socializing at Middlebury. Established social groups, fraternities, and student activities exist and are open to virtually any student at any time. Many of the Middlebury fraternities admit women and there is an



easy passage back and forth between fraternity members and the students "on the hill." The fraternities run an "open rush" which is virtually a self-selection system of affiliation. The fraternity example of openness is matched in all organizations. Anyone who shows even a suggestion of interest in joining up at anything from KDR to a weekend birthday party for the girl down the hall is likely to be swept in and told to provide the potato chips.

Social activity is primarily free floating and small scale. It ranges from intellectual groups to folkdancing, from the serious and sedate, to the noisy and boisterous. Large formal occasions have almost vanished, although the Winter Carnival Ball always attracts a crowd. Big events may be the appearance of the Preservation Hall Jazz Band or a student production of *Patience*. Movies are constant fare in Dana auditorium with two or three showings a night from the Cinema Club, the American Movie Club or the Student Activities Board's horror film festivals which are shown as "tension breakers" during exam time. Middlebury is an outdoors campus and much of the out of classroom life takes place on the Long Trail, on the ski slopes or in white water sport.

Whether students who choose Middlebury are already open and democratic in their tendencies or whether the College produces and supports that style, the end result is a college student community with very little stratification. There are many roads to admiration on campus and no group tops the prestige list or is the *in*-group. It may be a happy accident that the entire student body relocates from dormitory to dormitory almost every year. This has prevented the kind of territorial imperative that allows the special elect to dominate certain favored geography. Because living arrangements change every year, students would be forced if they were not already so inclined, to develop sociable habits toward a very wide proportion of the student body.

Extracurricular Activities and Student Government

At last count there were somewhere in the vicinity of 60 student organizations which had formal constitutions approved by student government. These run all the way from special interest groups like the photo club, through the religious groups to the large and traditional college organizations: the newspaper, the year book, the literary magazine and the radio station.

Of the student activities the newspaper, *The Campus,* probably has the most notoriety since its pungent opinions are often hotly disputed by administrators, faculty and students. The radio station, WRMC-FM, has an open air, ten watt educational license and it is probably the activity with the most loyal staff. There is something, evidently, about dominating the air waves for an hour which brings students to work on a 24 hour shift. The literary magazine, *Frontiers,* has recently branched into photography and graphic arts presentation and continues with the publication of poetry and prose from students and faculty. The yearbook, *Kaleidoscope,* is well named since it never seems to appear in the same format twice.

The Middlebury College Activities Board has the responsibility for initiating, planning and presenting major programs of interest. MCAB is essentially a student organization. Visiting lecturers, big-name rock concert groups, folk singers and a host of other social activities are produced and financed by MCAB.

The big social event of the year is, of course, the Middlebury Winter Carnival which features not only outstanding ski events but a round of mid-winter parties, a Carnival Ball, an ice show and nationally known entertainers. The four day Carnival is believed to be the only remaining student-organized, student-financed Carnival in the East. Homecoming in the fall and Spring Weekend are more subdued versions of carnival social activities.

As was mentioned in passing above, student government arrangements at Middlebury are evidently unique. The main body of student government is called the Student Forum. This body, in turn, is composed of representatives of the advisory councils of the several academic departments. Each academic department has an advisory council of students to assist in curricular planning, make recommendations on appointment and reappointment of faculty and, in general, to serve as a

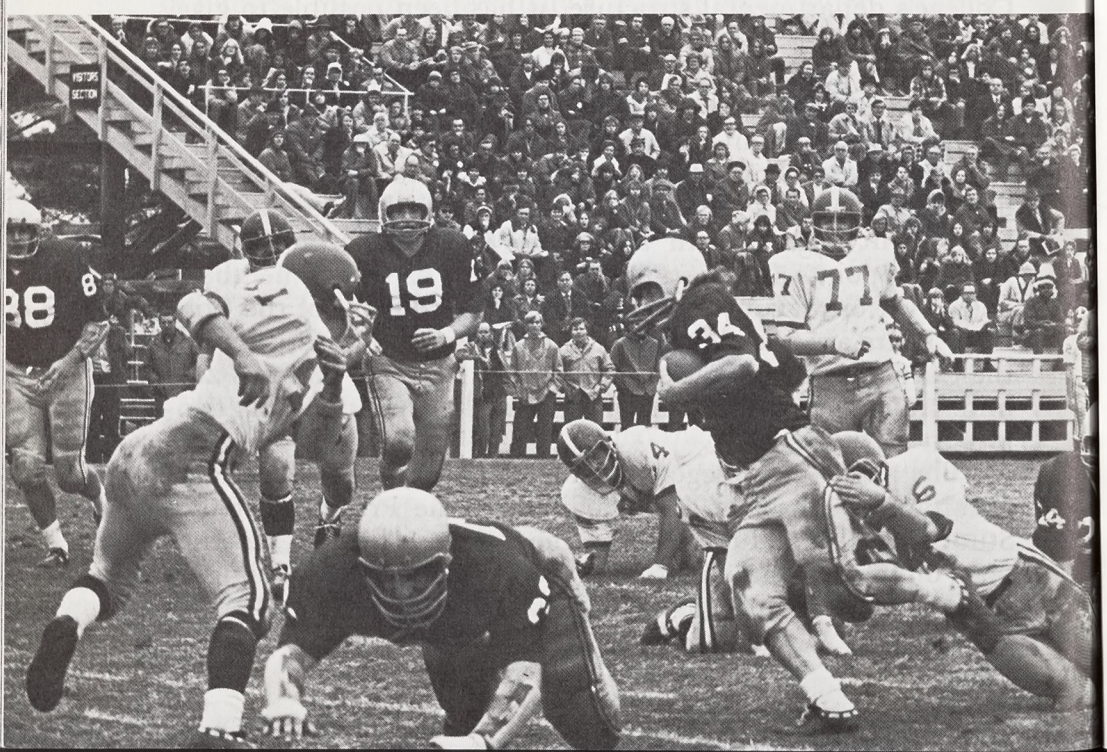
general instrument of communication between departmental faculty and the students. The student chairmen of these advisory councils serve *ex officio* on the Student Forum. The advantages of this system are considerable. The student government reflects a broad spectrum of the intellectual interests of the College and, by relating the student government to the College's departmental structure, it has been possible to give the student government some of the stability which it previously lacked. In addition to departmental representatives about one-third of the Forum is elected at-large. Special elections are held for freshman representatives.

The Student Forum has direct responsibility in the expenditure of the student activities fee which amounts to some $75,000 in aggregate in any year. More importantly, the Forum appoints all the students who serve as voting members on the various faculty and administrative councils of the College. There are 2 students, 2 faculty and one administrator on the Curriculum Committee, 4 students, 6 faculty and two administrators on the Educational Council to mention only two important councils.

The major all-college council for student life is the Community Council which is co-chaired by the President of the Student Forum and the Dean of the College. All students who serve on faculty councils attend faculty meetings with the right to speak on issues relating to their committees.

Sports: Intercollegiate, Intramural and Individual

When football was only a pleasant if grueling amateur sport enjoyed by collegians on warm fall days Middlebury teams tied Harvard, beat Army and made headlines. Football is still a hard fought intercollegiate sport at Middlebury—just the headlines have been given over to the professionals and the "major football powers." A crisp Vermont afternoon at Porter Field with the mountains blue in the background beyond the line of autumn trees is a perfect setting for spectators and participants to keep alive the traditional spirit of collegiate athletics. Middlebury has no athletic scholarships. It doesn't plan to balance its intramural budget with massive gate receipts; it is beyond the scope of public relations sports and the instant replay. The College's intercollegiate athletic program is based on the principle that people play for the love of the game and the zest of competition. It searches out excellence in prospective student athletes and expects them to give of their talents, but it continually stresses that this is *collegiate* athletics, sports within the context of a total education.



Middlebury is a member of the New England Small College Athletic Conference (NESCAC): Wesleyan, Bates, Colby, Tufts, Union, Williams, Amherst, Bowdoin, Trinity, Hamilton. Since in many of the sports, competition between all the member schools would be impossible because of the size of the conference, there are no conference champions nor was that the aim of the conference. Its primary purpose is to make sure that collegiate sports remain within the context of the educational philosophies for which these colleges are noted. Middlebury fans have been very pleased in recent years with the excellent records of many of their teams. Football, soccer, field hockey, and men's and women's lacrosse have been especially successful — men's lacrosse having just won their second successive ECAC Division II and III Championship.

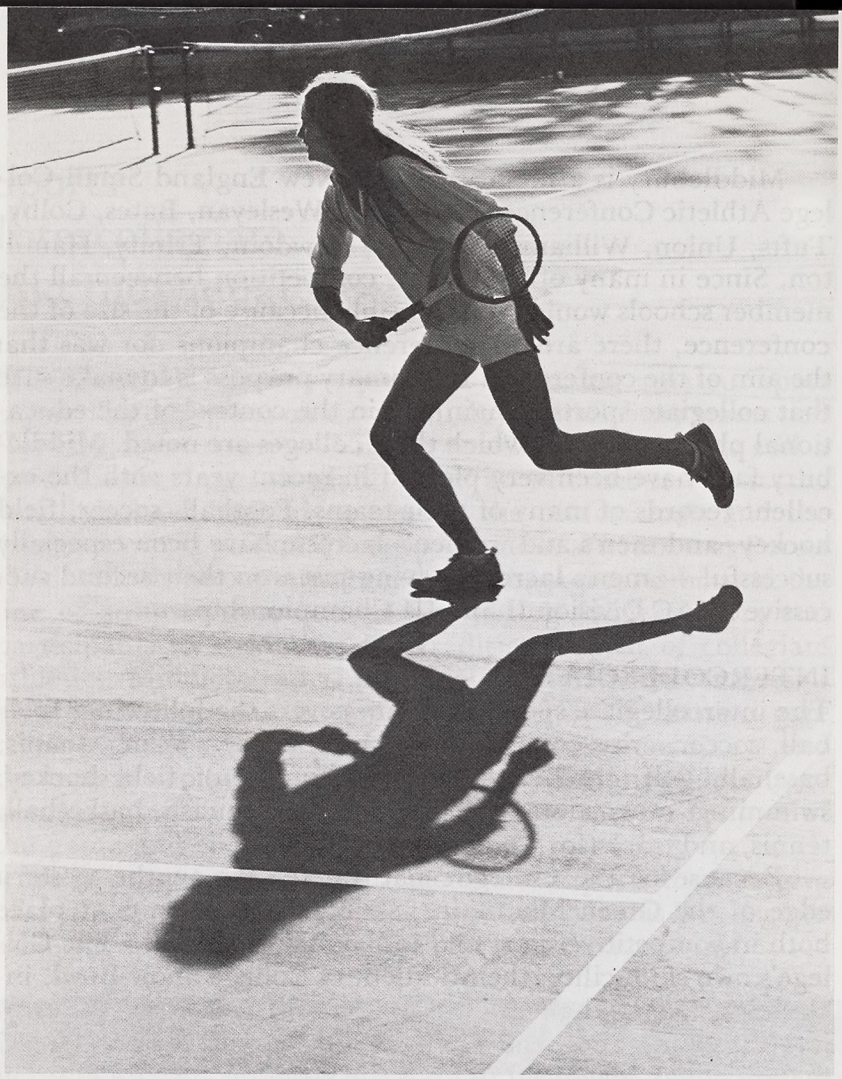
INTERCOLLEGIATE

The intercollegiate sports program covers the following: football, soccer, cross-country, basketball, hockey, skiing, tennis, baseball, golf, track and lacrosse (for men); field hockey, swimming, cross-country, skiing, lacrosse, squash, basketball, tennis, and track (for women).

Because of the College's natural setting on the western edge of the Green Mountains, skiing has a prominent place both in competitive sport and individual recreation. The College's own ski facility, the Middlebury College Snow Bowl, includes a double chair lift, three Poma lifts, 9 miles of downhill trails and slopes, and extensive cross-country trails. The 55 meter Gignac Memorial Jump is the largest collegiate jump in the country. Access to the college ski facilities and proximity to the major ski centers of the East like Sugarbush and Stowe have produced a string of outstanding Middlebury skiers and teams—both men's and women's. Last year our women's team won the first National Championship Ski Competition held for women at Boyne Mountain, Michigan.

PHYSICAL EDUCATION

Middlebury has a physical education program geared to lifetime sports. Students are expected to pass a swimming test and to qualify in five seasons of lifetime sport. Qualification can be either by a test of current achievement or by a program of instruction. Among the lifetime sports offered are: bowling, dance, fly-casting, golf, karate, riding, sailing, swimming, tennis, badminton, figure skating, ice skating, skiing, squash/handball, touring, canoeing, and scuba diving.



INTRAMURAL

Intramural sports play a large role in campus recreation. Fraternities maintain keen competition and play with independent groups and some of the more ambitious members of the faculty. Nearly 65% of all students are involved in some form of intramural athletic competition.

INDIVIDUAL

Individual sports and recreation may range from a swim in the Arthur M. Brown Pool opened in 1963 to a skating date on the artificial ice rink, a bicycle ride in the country or an overnight hike on the Long Trail. Middlebury's rural setting offers unlimited opportunities in mountaineering, hiking and canoeing —all promoted with enthusiasm by the Mountain Club which provides training and equipment to the adventurous.

Students in Service to the Community

Students who come to Middlebury from suburbs or large cities will find the service opportunities in the community unlike what they may have previously known. Vermont is a rural state with a low population density and the problems of and possibilities for social service reflect that fact. One of the long term programs in which students have been involved is a "Big Brother/Big Sister" program in connection with the Addison County Counseling Service. Some of the difficulties which local children experience stem from the physical isolation of rural farms. Rather than problems of population density which mark so-called urban ghettos, many families in Vermont can virtually drop out of contact with a larger society. This is especially true in rural poverty and a succession of Middlebury students working through the local social service agency have served as out-reach workers for low-income groups in the county.

One of the satisfactions of service work in the Middlebury area is the contact with a problem is direct. There are no elaborate bureaucracies or overlapping interest groups to be dealt with. This is true of the political life of the town. An undergraduate ran for political office on a base of considerable service activity in the township. A 1975 graduate is now the Addison County VISTA volunteer responsible for coordinating the programs and services for the poor. Another recent graduate was elected to the Vermont House immediately following graduation.

There has been a steady supply of Middlebury students who volunteer their services to the Brandon Training School and the Shannon Street School for tutoring mentally retarded youngsters. Students have traditionally offered their services in art, crafts, drama, dance and music in the one-room schoolhouses in the rural towns and villages surrounding Middlebury. In the summer, the College runs a program entitled Y.O.U. (Youth's Opportunity for Understanding) for black youngsters from New Haven, Connecticut and South Bronx, New York. Established by a small group of Middlebury students as a response to the death of Dr. Martin Luther King, Jr., the program exists through a combination of gifts from the community, college funding and an enthusiasm which is handed down in apostolic succession from one generation of students to the next.

Requirements, Facts and Facilities

GRADUATION REQUIREMENTS

1. A student must successfully complete 32 regular fall or spring term courses and four winter programs to graduate. Only six courses with D grades may count toward graduation.
2. Students may not elect more than 14 fall or spring term courses in the same department.
3. All students must take in the freshman year one of the courses in the writing program: these include all courses in English-Drama at the 100 level, American Literature 201, and approved Winter Term writing courses.
4. Students must elect one Foundation course in three different Divisions of the College: Humanities, Natural Science, Social Science, or Foreign Languages.
5. In addition to a departmental major (or its equivalent) students must elect a Concentration in their upperclass years. A Concentration is a structured program of 4 or more courses.
6. One year of Physical Education.

MOTOR VEHICLES

Qualified students are permitted to have or operate a motor vehicle.

RESIDENCE

Middlebury is a residential college and students are expected to live in College residence halls or fraternities.

MEDICAL FACILITIES

The College has a well equipped Infirmary with a twenty bed inpatient facility. The Town of Middlebury has a hospital for more serious cases and the Medical Center Hospital of Vermont in Burlington has extensive medical facilities for all illnesses. A full-time resident physician acts as Medical Director of the College. He is assisted by two full-time registered nurses, a full-time clinical psychologist, and a psychiatric consultant who is available to students twice a week.

ADVISING

Every freshman is assigned to a member of the faculty who acts as his or her particular advisor throughout the year. Generally, an advisor has between 8 and 10 students for whom he or she is responsible. Junior Fellows or Junior Counselors, students living in the freshman dormitories, are particularly chosen to assist the freshmen during their first year.

After freshman year, advising is a function of the individual departments.

RELIGIOUS SERVICES

The Mead Memorial Chapel is the focus of College religious services. The program is Christian in emphasis and ecumenical in breadth. The Roman Catholic Church is immediately adjacent to the campus. Various Protestant denominations are represented in the town of Middlebury. The Hillel Foundation has maintained an active program for Jewish students in recent years. Although the nearest rabbi is in Burlington, the students with faculty assistance have had monthly meetings and services which have been attended by many people from outside the Jewish faith. Quaker and Christian Scientist groups are also active on the campus.

Admissions Data

ADMISSIONS REQUIREMENTS

Middlebury receives many more applications from qualified students than can be accepted. Thus, admission to Middlebury must be selective and is based upon academic ability and achievement, community citizenship and leadership, character, and personality.

The program and record of each applicant will be assessed individually. A recommended secondary school program would include four years of English; four years of one foreign language (in preference to two years each of two languages); three or four years of mathematics; two or more laboratory sciences; two or more years of history; and some study of music, art, or drama. However, many candidates whose programs of study differ from that outlined above are admitted each year: the quality of an applicant's secondary school achievement, especially in the two final years, is the factor of primary importance.

All applicants are required to take the Scholastic Aptitude Test and three Achievement Test, including the one in English Composition. College Board Tests must be completed no later than January of the senior year. The majority of students admitted to Middlebury present scores of 60 or higher on the Scholastic Aptitude Tests and rank in the upper fifth of their classes. However, applications are welcomed from students whose rank and test scores are not in this range if they are judged to have a particular contribution to make to the student body.

HEALTH CERTIFICATE

A satisfactory certificate of health must be presented before matriculation. Successful candidates are required to fill out medical blanks which are supplied by the College. Requirements include a physical examination, a chest x-ray or P.P.D., and inoculations for smallpox, tetanus and polio. No exceptions are granted from these requirements.

ADVANCED PLACEMENT

The normal procedure for a student wishing to receive college credit for work done while in secondary school is through the Advanced Placement Program sponsored by the College Entrance Examination Board. Advanced placement scores of 4 and 5 will usually be awarded credit. College level courses

taken as part of a secondary school program are not normally acceptable for transfer. However, a student taking college level courses that are not connected to the secondary school program may apply for transfer credit.

EARLY DECISION PLAN

Candidates who have Middlebury as their first choice of college may ask for an Early Decision on their applications. Early Decision Application, high school record and results of College Board Scholastic Aptitude and three Achievement Tests (including English) taken in the junior year should be submitted by November 1. Further information may be obtained from the Director of Admissions.

TRANSFER STUDENTS

A limited number of students can be accepted into the sophomore and junior classes. Students wishing to transfer to Middlebury should write the the Director of Admissions for detailed information and application forms. The College does not make Financial Aid available to transfer students.

ANNUAL EXPENSES FOR STUDENTS

Middlebury College has adopted a comprehensive fee of $5,300 which includes all charges, except the $38 student activity fee. In addition to the fixed expenses included in the comprehensive fee, students must, of course, be prepared to meet the cost of their books and supplies, clothing and incidental expenses which comes to an average of about $650. Travel costs are *not* included in this figure. *(See page 167.)*

FINANCIAL AID

To assist students who otherwise would be unable to attend Middlebury, the College awards financial aid in some combination of loan, job or grant for each academic year. The Parents' Confidential Statement, available at most secondary schools, is the only application form required. Correspondence concerning financial aid to applicants for admission should be addressed to the Director of Admissions. Similar inquiries by upperclass students should be made at the Office of Financial Aid, where a more detailed information folder can also be obtained. *(See page 168.)*

GRANTS

Grants, awarded on the basis of a demonstrated need, are made from College funds or the Federal Basic or Supplemen-

tary Educational Opportunity Grants (BEOG or SEOG) programs. Students need not apply for specific College grants; the College will make this designation. In addition, the states of Connecticut, Massachusetts, New Jersey, Pennsylvania, Rhode Island and Vermont offer undergraduate grants or scholarships usable at Middlebury; *Middlebury strongly encourages students to apply for these state grants and will be glad to make the appropriate certifications.* Applications can usually be secured from your secondary school guidance counselor or by contacting your State Higher Education Assistance Agency.

LOANS

Loans are available to students from the following sources: 1. The Federal National Direct Student Loan Program (NDSLP). 2. The various State Guaranteed Insured Loan Programs (GILP). 3. The privately sponsored United Student Aid Funds (USAF). 4. A limited amount of the College's own loan funds. The College will certify the necessary applications for these loans.

STUDENT EMPLOYMENT

As far as possible, financial aid to upperclassmen will include the offer of campus employment; jobs are not usually assigned to freshmen. Students can expect to be assigned jobs as waiters or waitresses, research or library assistants, clerk-typists, receptionists, student union desk clerks, etc. A few specially qualified students can find summer employment, both on and off-campus, under the Federal College Work-Study Program which also assists in financing many of the student jobs. Laundry, newspaper, magazine, food, etc. concessions are also student-operated. The better-paying campus jobs are incorporated into the Financial Aid Program, but there are a number of lower-paying jobs that an interested student can apply for on his own initiative.

It is assumed that all Financial Aid recipients will make a contribution from summer earnings towards their College budget. The *net* summer earnings expectancy for both men and women students is $600 for pre-freshman year and $700 for pre-upperclass years.

PROCEDURE FOR ADMISSIONS

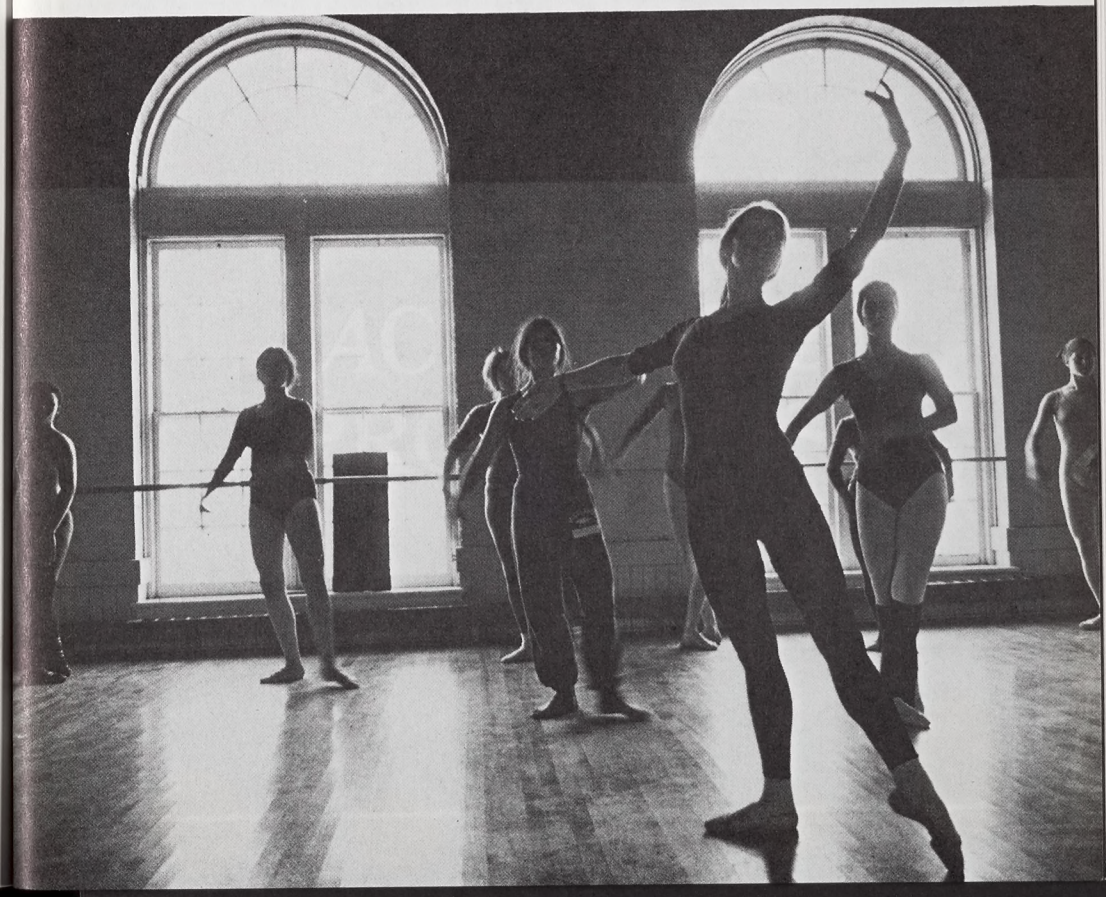
Inquiries regarding admission should be addressed to the Director of Admissions, The Emma Willard House, Middlebury College, Middlebury, Vermont 05753.

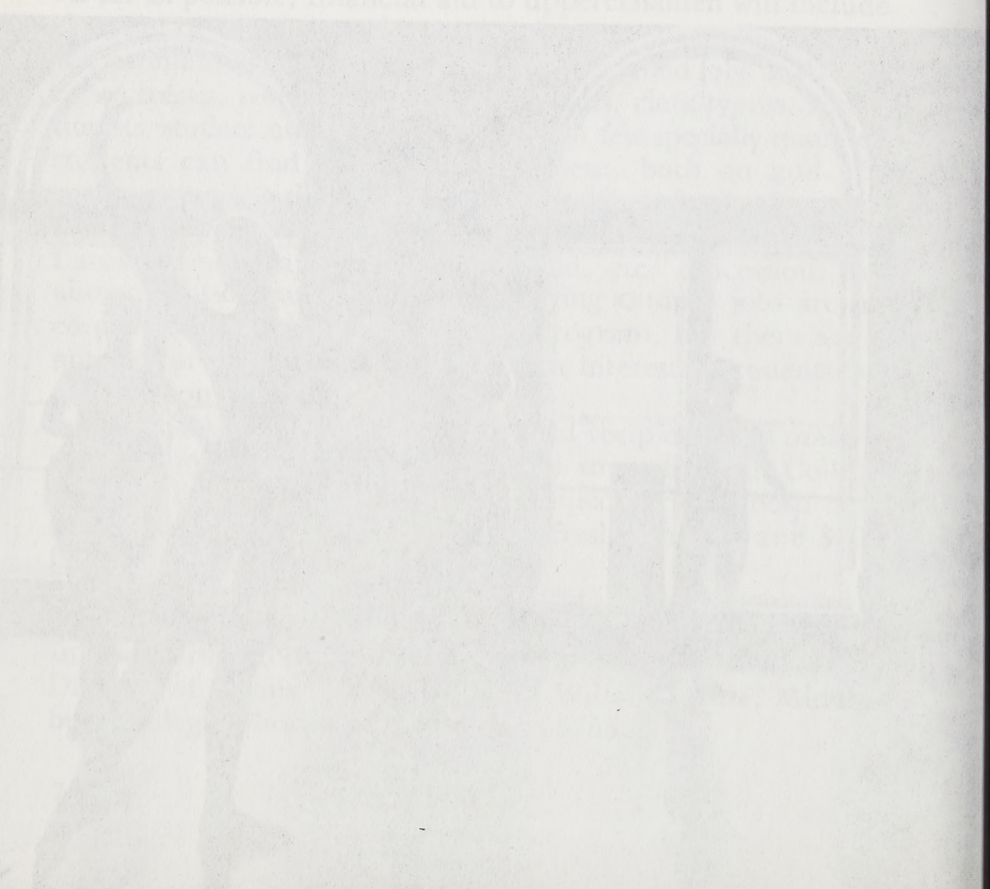
VISITS TO MIDDLEBURY

A personal interview, a chance to meet members of the Middlebury staff and see the campus, is always desirable. Applicants are encouraged to visit for this purpose between June 1 and January 31 of their senior year in high school. An appointment with an admissions officer may be arranged by writing or telephoning the Admissions Office as early as possible in advance of the intended visit. During the months of February, March, April and May, the Admissions Staff is engaged in reviewing completed applications and time required for this process precludes the scheduling of personal interviews. However, guided tours of the campus may be arranged during this period.

For an interview or additional information, write:

Director of Admissions,
The Emma Willard House,
Middlebury College
Middlebury, Vermont 05753
Telephone: (802) 388-4929





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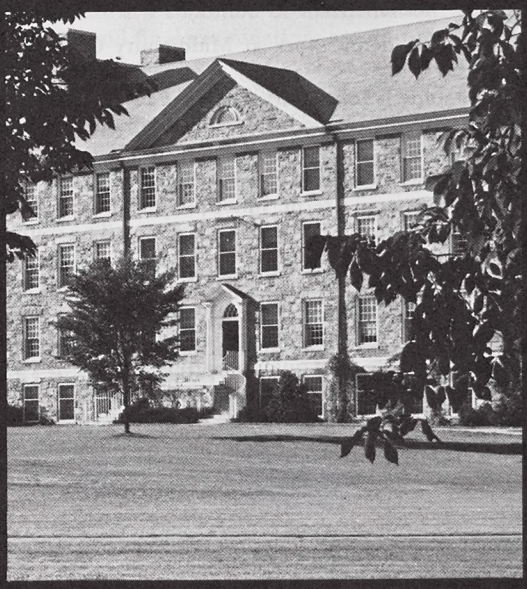


ACADEMIC PROGRAMS

CURRICULUM

Middlebury College confers one undergraduate degree, Bachelor of Arts. It also confers the graduate degrees, Master of Arts, Master of Letters, Master of Science, and Doctor of Modern Languages.

UNDERGRADUATE WORK

The purpose of the liberal arts curriculum is to give every student a detailed knowledge of the work covered in at least one subject, and to correlate it with a broad understanding of the liberal arts and the liberal sciences. To achieve the scholarship which this objective implies, students work intensively in one or more departments and complete requirements and electives in fields outside of their specialization.

The extent of a student's academic work at Middlebury College is reckoned in courses successfully completed.

The normal program of study is four courses in the Fall and Spring Term. In the Winter Term, students select one course for concentrated study. Physical Education is carried as an elective without credit as a course unit. No extra charge is made for Physical Education program. Only students who have demonstrated superior ability in their academic work are permitted to take more than four courses in a term. Independent study in the Senior year may count for as many as three course units as the department determines. The course units may be distributed between Fall, Winter and Spring terms.

Entering freshmen select their first term program in consultation with their adviser. Final registration for courses occurs at the end of the week after students have been able to attend briefing sessions on the various departmental offerings and to take appropriate placement tests. The CEEB Advanced Placement tests may qualify a student for either credit or for advanced standing in a course sequence or both. Determination of credit and/or standing is the prerogative of the academic department. In general, scores of 4 or 5 carry credit as well as standing. All students must register for the Freshman writing program regardless of prior work or Placement scores.

WINTER TERM

During the month of January, students elect a single intensive program of study. This program may involve independent projects outside the curriculum or a course organized by a member of the faculty.

In addition to the course offerings properly qualified students may participate in Independent Study under the direction of a faculty member, Internship programs involving significant exposure to the fundamental work of an established profession, Reading Groups permit qualified students to construct a seminar on a topic approved and supervised by a member of the faculty.

Each Fall the Curriculum Committee of the faculty publishes a Winter Term catalogue. A student may not take his freshman and sophomore courses within the same department. A department may not require more than two Winter courses as part of its major program. All Winter courses are graded on an Honors, Pass, Fail basis. Internships and Reading Groups are graded credit/no credit.

All students involved in foreign language courses numbered 101 (151) and 102 (152) may be required to participate in a continuing program during the Winter term. Programs intended to fulfill the Physical Education requirement also continue through the Winter term.

DEPARTMENTAL HONORS PROGRAM

Students may be nominated on the basis of their record as Honors Candidates in their major department at the end of their Junior year or in their Senior year up to the beginning of the Spring

Term. Honors work normally involves a special project. (If course units are allocated for Honor's Research the student registers for an appropriate number of 500 courses). Such projects normally culminate in the presentation of the work in the special project before a board of examiners drawn from the department in which the work is undertaken and one member from outside the department.

Departments award Honors, High Honors and Highest Honors in the particular field on the basis of a composite grade for all work in the major.

These Honors are printed on the Commencement program and in the next annual Catalogue, and will be certified to, when requested, by a written certificate from the Registrar and the chairman of the department, stating the nature and quality of the work done.

HONOR CODE

Before enrolling at Middlebury College each student must agree to abide by and uphold the Honor System. This agreement is a condition of matriculation. Under the Honor System all quizzes, pre-announced tests, and final examinations are un-proctored and at the conclusion of the examination the student writes and signs on the examination booklet the following statement:

"I have neither given nor received aid on this examination."

All violations of the Honor Code come under the jurisdiction of the Honor Board which is totally student managed. Anyone who observes an infraction should report the offense to the Honor Board. Any infraction of the Honor System in punishable by dismissal from College.

SCHOLARSHIP

When a student enters Middlebury College, he becomes a member of an academic community that makes its demands and measures its achievements not so much in terms of time as in terms of the task accomplished. Though he is required to register for a certain number of units each term, his commitment to his own education will undoubtedly involve many more hours a week in reading, in laboratory work, and in preparation for his classes than he will spend attending classes.

Grades are recorded A, B, C, D and F. Plus and minus designations are used only with A, B and C. D is a probationary grade which while it records a minimal pass is regarded as unsatisfactory performance. F is a failure.

RANKING SYSTEM

College Scholar: . . . . . 3 A's and a B or better

Dean's List: . . . . . 4 B's or better

Pass: . . . . . 3 C's

Probation: . . . . . .2 D's
1 D, 1 F
F in Winter Term
For students completing term with 3 units of credit:
1 D or 1 F

Failure: . . . . . 3 D's
2 F's
1 F and 2 D's
2 D's or 1 F while on Probation
F in Winter Term while on probation
3 times on probation
For students completing term with 3 units of credit:
1 F and 1 D or 2 D's or a second term in succession of probationary standing
"First-term freshmen who have two F's and two C's or better or three D's and one C or better at the end of their first term will be continued in college on academic probation. 2 D's and 1 F constitute Failure."

ACADEMIC HONORS

The College recognizes superior academic achievement in the following ways:

Phi Beta Kappa. The Middlebury Chapter of Phi Beta Kappa Society is the Beta of Vermont, established in 1868. Students are elected to Phi Beta Kappa by the faculty members of the chapter on the basis of outstanding academic achievement in all fields of their endeavor. Special consideration is given to the attainment of Honors or High Honors in the major department. Students are eligible for election at the beginning of their senior year on the basis of three years' work at Middlebury, or at the end of their senior year on the basis of four years' work at Middlebury. Students graduating from Middlebury who have transferred from other colleges may be elected on the basis of at least two years at Middlebury.

Departmental Honors Program. Departmental Honors are awarded upon graduation in recognition of superior performance in the student's major field. See description of this program.

Commencement Honors. Commencement honors are awarded for high scholastic rank. Graduation honors are *summa cum laude, magna cum laude,* and *cum laude.*

Honorary Appointments. The faculty makes honorary Commencement appointments: to the senior man and woman attaining highest rank, the appointment of Valedictorians; to the second in rank, the appointment of Salutatorians.

Transfer students are not eligible for these appointments.

Prizes, Scholarships, Fellowships. A number of awards providing honorary or financial recognition of academic achievement have been established. Some of these awards are granted during the student's undergraduate career. Others provide assistance for graduate work. A complete listing of Scholarships, Prizes and Awards is found on following pages.

Course Offerings

NORMAL PROGRAM

The normal academic year consists of four courses in each of the Fall and Spring Terms, and one Winter Term program. Required Physical Education is carried as an elective without credit as a course unit. No extra charge is made for these programs. Only students who have demonstrated superior ability in their academic work are permitted to take more than four courses in a term. Students who wish to take fewer or more than four courses in a Fall or Spring Term must obtain permission from the Dean of Students.

FRESHMAN PROGRAM

All freshmen must take one of the courses in the writing program: These include all courses in English at the 100 level except EL 110; American Literature 101; one section of History 103; and approved Winter Term writing courses when offered. The successful completion of one of these courses is a graduation requirement. Students should begin work on their Physical Education Program during the Freshman Year. Normally, only those courses numbered from 100 to 190 are open to freshmen. Freshmen enrolled in a course within a department, however, may be assigned to a more advanced course by that department upon demonstration of special proficiency. Freshmen may not elect more than one course in a subject in any one term. (AL 101 and courses in EL Freshman Writing Program may not be taken simultaneously.)

MAJOR CONCENTRATION

In registering for the major program the student normally consults the chairman of his or her chosen department. The chairman appoints a departmental adviser who recommends a pattern of courses for the student's subsequent years.

In addition to specific courses required for a major, cognate courses may be recommended to further the student's particular academic interests or intentions. Departments offer different programs of Senior Work adjusted both to the nature of the field and to the student's needs. A department may offer as many as three units of Senior Work outside the regular course pattern. This Senior Work may consist of Independent Study (a 700 course) and/or General Examination (a 705 course), Senior Seminar (a 704 course) or Senior Course (a 710 course). Students should consult the descriptions of the Senior Work under each department for details. The Senior Work courses may be distributed over Fall, Winter, and Spring Terms. Where a Joint Major involving two or more departments is desirable a single General Examination may be required. Details should be worked out with department chairmen involved.

Should students not be satisfied with their first choice of major they may, before the beginning of the third year, change to another major. Prior to the change, however, they should obtain assurance from the department to which the change is contemplated that they will be able to meet its major requirements. To complete a change in major, a "Major/Adviser Change Form" must be obtained at the Dean of Students' Office, completed, and returned to that office. After the beginning of the third year students may change majors only for exceptional reasons and with the consent of the Dean of Students.

Specific course requirements for each major are listed under the Department involved. A minimum of 10 courses must be completed in the major. The Official Majors offered at Middlebury College are:

American Literature
American Studies-American Literature
American Studies-History
American Studies-Political Science
American Studies-Sociology
Art
Biology
French
Geography
Geology
German
History
Italian
Mathematics

Biology-Chemistry (Joint Major)
Chemistry
Classics
Economics
English
Environmental Studies (Biology)
Environmental Studies (Chemistry)
Environmental Studies (Economics)
Environmental Studies (Geography)
Environmental Studies (Geology)
Environmental Studies (Physics)
Music
Philosophy
Physics
Political Science
Psychology
Religion
Russian
Sociology-Anthropology
Spanish
Theatre

Joint Major: The Biology-Chemistry major (listed above) is a Joint Major. Other Joint Majors are programs that combine portions of two of the disciplines in the above list, arranged on an individual basis with the cooperation and approval of the departments concerned. These Joint Majors are official only after the required program is approved by an adviser from each department, and is on file in writing with the Dean of Students detailing how the minimum combined total of 14 courses will be met.

Double Major: A program in which the student fulfills the complete major requirements of two departments. An adviser from each department is required.

DEGREE REQUIREMENTS

Details on official policies regarding Degree Requirements, Departmental Programs, Grading, etc., may be found in the latest Middlebury College Handbook.

In addition to the freshman and major requirements, certain additional requirements must be met before the Middlebury College degree is awarded.

1. To be eligible for a degree a student must successfully complete 32 Fall and Spring Term courses or their equivalent, and 4 Winter courses or their equivalent. Normally no more than 14 Fall and Spring courses may be in the same department. A minimum of 10 courses must be completed in the major. Not more than 6 courses with a D grade may be applied to the degree requirement.
2. The last academic year of undergraduate work must be spent in residence in Middlebury, except as provided in approved combined plans with engineering and professional schools.
3. Students elect one Foundation course in three different divisions of the College: Humanities, Natural Science, Social Science, Foreign Languages.
4. In addition to a departmental major (or its equivalent), students elect a Concentration in their upperclass years. A Concentration is a structured program of four or more courses.
5. All students must complete the Physical Education Program.
6. Transfer students are required to complete successfully 18 courses at Middlebury, one of which must be a Winter Term course.

SPECIAL PROGRAMS

Preprofessional Programs. Students may engage in four-year preprofessional programs that prepare them for studies in medicine, dentistry, veterinary medicine, law, and business and management. These students should register with Dean Walter A. Moyer, Jr., as early as possible, and should periodically check their programs with him and with special advisers for law (Dr. Murray Dry) and business (Dr. D. K. Smith). In addition, information is available in Dean Moyer's office for students who would like to prepare themselves for specialized fields (e.g., nursing, architecture, and many others), or to undertake graduate studies following their Middlebury work.

Dual Degree Programs. There are two ways to combine studies undertaken at Middlebury with those at a professional school so that a student is eligible for both the Middlebury degree and the professional degree. These programs are possible with schools of medicine, dentistry,

veterinary medicine, law, business and management, and engineering. The programs are briefly outlined below. The candidate must register with Dean Walter A. Moyer, Jr., (Adirondack House), Chairman of the Preprofessional Committee, and should consult with him concerning details of the plans.

1. Formal Plans: Formal agreements for combined plans are in effect with a limited number of schools of law, business and management, and engineering. Under these programs, if the candidate fulfills certain specified requirements, he or she may transfer to the professional school after completion of three years of work at Middlebury. When transferring to a law school or to a graduate school of business and management, the student is eligible for the Middlebury B.A. after successful completion of the first year of work at the professional school. If the student elects to transfer into a B.S. program in engineering, he or she is eligible for the Middlebury B.A. after receipt of the engineering degree. All such programs must be screened by the Preprofessional Committee of Middlebury College. In some cases a recommendation from the Preprofessional Committee will serve to automatically admit the candidate to the professional school.
2. Student Initiated Plans: It is possible for a well qualified student to make arrangements to transfer after his or her third year at Middlebury to a certified school of law, medicine, dentistry, veterinary medicine, engineering, or graduate school of business and management, and become eligible for the Middlebury B.A. In these programs it is the responsibility of the candidate to make all of the necessary arrangements for transfer, and he or she must gain acceptance by the professional school. The Preprofessional Committee will screen all such candidates and shall be responsible for verifying whether or not the professional program is fully accredited, and for determining whether or not all Middlebury requirements have been met. On the basis of this appraisal the committee will recommend or not recommend the candidate for admission to the professional school and for the Middlebury B.A. Recommendation by the committee does *not* guarantee admission to the professional school. If the candidate is recommended by the committee, and this recommendation is approved by the Administration Committee and the Faculty and Trustees of Middlebury College, he or she is eligible for the Middlebury B.A. after successful completion of the first year of study in a graduate-level program, or upon receipt of a B.S. degree in engineering.

Environmental Studies. Middlebury offers an interdisciplinary major in Environmental Studies, with Fields of Emphasis in Ecology, Environmental Chemistry, Environmental Geology, Human Ecology, Environmental Physics, and Environmental Economics. Interested students should consult Professor H. E. Woodin, Coordinator of Environmental Studies, about specific course requirements. This program is best started in the freshman year.

Junior Year Abroad. Interested students should discuss their plans early with their faculty advisers and the Chairman, Programs Abroad Committee.

Washington Semester Program. Selected students each year spend one term in the national Washington Semester Program administered by American University. Interested students should contact Professor Paul Nelson, Political Science Department.

Exchange Programs. Middlebury has an arrangement with Berea College in Kentucky for one-to-one student exchanges during the Spring and Fall Terms. For information see the Dean of Students.

Independent Scholar Program. The purpose of this program is to allow the student of demonstrated motivation and ability to define individual educational goals and assume personal responsibility for attaining them independent of the College's normal curricular requirements. Students interested should consult the Chairman of the Independent Scholar Committee.

Teacher Education Program. Middlebury offers an interdisciplinary program of courses to prepare interested students to teach elementary or secondary school by introducing them to the appropriate areas of scholarship in history, philosophy, psychology, and sociology in addition to courses offered in Teacher Education. For a complete description of this program, see Teacher Education course listings.

American Studies. Programs are offered to provide students the opportunity to work in related aspects of American culture. The departments which serve as Core Departments for these programs are: Political Science, Sociology-Anthropology, American Literature, and His-

tory. For complete descriptions of these programs see the Program in American Studies in the course description section of this catalogue.

DEPARTMENTS OF INSTRUCTION

All courses are given as term courses with the exception of Senior Work (700) and 500 courses in an Honors Program. These course numbers may signify on-going work, and in such event are marked "S" (Satisfactory progress) or "U" (Unsatisfactory).

Courses numbered 100-199 are usually taken by freshmen; 200-299, by sophomores; 300-399, by juniors; 400-499, by seniors. Schedules are cleared on this basis and conflicts will thus be most easily avoided by taking courses in proper sequence.

At the head of each departmental section, the major is described and the requirements for a major in that department are stated, together with recommended courses.

Prerequisites to a course are shown in parentheses. Courses not being offered in 1976-77 are bracketed. Abbreviations include: Lab., laboratory period; Lect., lecture period.

The College reserves the right, without further notice, to cancel any courses herein described, or to make any other changes in staff, fees, and courses which may be deemed necessary.

Spring Term offerings listed for the year 1976-77 may be incomplete. Departments may be consulted about the possibility of other courses. Winter Term information will be published and distributed separately.

INTERDEPARTMENTAL

ID 100 Intensive Freshman Writing Seminar Fall

Two credit course. An interdisciplinary investigation of modes of thought and methods of investigation. Special emphasis on written work. (Permission.) This course does not fulfill the Freshman Writing requirement. Staff

ID 101 Intensive Freshman Writing Seminar Spring

One credit course. Staff

DIVISION OF FOREIGN LANGUAGES

In addition to courses offered in the Departments of Classics, French, German, Russian, and Spanish and Italian, the Division of Foreign Languages offers the following courses which span the boundaries of its separate departments:

FL 205 Language and Language Learning Fall

An examination of the nature of language and how it is learned and can be taught. English will be used primarily as the model in the early weeks of the course, but students will be required to prepare a final paper on a topic related to the learning of a foreign language. Course materials will include certain recommended texts, plus films, slides and video tapes currently used in the teaching of language and culture in other courses in the Division of Foreign Languages. Mr. Peel

FL 301 Greece without Western Civilization Spring

The instructor will introduce the Greeks through their writings and careful interpretation of data without the encumbrance of what he believes to be an essential bogus afterthought: Western Civilization. Freed from responsibility to posterity, the Greeks emerge as vastly different from us, a different people in a different world finding different solutions to some of the same problems. The purpose of the course is to show how imaginative thinking can grow out of a matrix of severe scholarship, and to expand the student's palette of social reactions. Reading: About 300 pages per week but no quizzes; lectures are roving but cover a range of topics not included in half the reading; a 3-page paper is due each Friday which will join imaginative thinking with fact and will be commented but not graded; final examination will be oral. (No prerequisites.) Mr. Harris

[FL 320 Introduction to Linguistics]

FL 340 The Art and Craft of Translation Spring

A course for students in the third or fourth year of study in at least one foreign language. Difficult passages in Greek, Latin, French, and German will be studied and translated. A workshop method is used with faculty competent in the various languages serving as consultants. (Permission.) Mr. Harris

FL 405 Seminar: Kafka Spring

Stories, Letters, Novels, Diaries. (Prerequisite: course in foreign literature at 300 level.) Limit on enrollment — 20. Mr. Sparks

For additional courses offered in English, see also:

CL	**315**	**Greek Drama: Euripides**	Fall
CL	**320**	**Introduction to Greek Science**	Fall
FR	**320**	**Contemporary Fiction in France**	Spring
FR	**350**	**French Cinema**	Spring
SI	**290**	**Dante: *The Divine Comedy***	Fall
SI	**291**	**Eros in Boccaccio's *Decameron***	Spring
RU	**251**	**Russian Literature and Culture**	Fall
RU	**252**	**Russian Literature and Culture**	Spring
RU	**351**	**Dostoevsky**	Fall
RU	**352**	**Tolstoy**	Spring

DIVISION OF HUMANITIES

HM 150 Foundations of the Western Intellectual Traditions: Antiquity to the Reformation Fall

Through a study of philosophical and theological texts we shall attempt to comprehend the basic questions and methods of Western intellectual traditions. This course is not a comprehensive history of ideas, but a study of great works in their own context and in ours. Selections from Plato, *The Bible,* Epicurus, Anselm, Thomas Aquinas, Pico, Luther, Montaigne. Mr. Bates, Mr. Nuovo, and Staff

HM 160 The Origins of Modern Thought: Science, Religion, Society Spring

The 17th, 18th and early 19th centuries constitute a period of profound intellectual change and of the greatest advance in scientific thought in Western History. This course will trace the development of philosophy, religion, and ethics under the impact of this change through the study of major works of authors such as Descartes, Hobbes, Spinoza, Hume, Kant, Mill. Mr. Bates, Mr. Nuovo and Staff

DIVISION OF NATURAL SCIENCES

NS 150 Environmental Science Fall

An interdisciplinary course for non-science majors designed to explore the role of science in defining natural constraints on human use of environment. The major foci are water, food, energy, and natural hazards. Case studies provide a framework for understanding principles of physical, chemical and biological processes, both in natural and altered environments. The stress is on scientific analysis and definition of particular situations, but some attention will be given to economic and legal responses. Each student will prepare a paper that analyzes a selected example. Mr. Woodin, Mr. Pool, Mr. Baldwin and Mr. Illick

AMERICAN LITERATURE

The American Literature major is expected to develop an understanding of the major figures and the chief literary movements as manifested in the writings of both major and secondary figures. The interplay between the general culture and literature and the relationship of writers to one another are emphasized.

Required for the major: AL 101 or 201 and 202; AL 301 and 302; AL 402; three other term courses in the Department; the Senior Program. Each major is required to take at least two courses in American history and two term courses in a non-American literature, the courses to be determined in consultation with the Faculty Adviser.

The Senior Program consists in a Fall Term Seminar and a Spring Term Seminar which includes a General Examination.

Honors Program: Departmental honors are awarded on the basis of a Senior Thesis. To qualify as a candidate for honors one must have had an average of B or over for previous work in the Department. In consultation with the Faculty Adviser and with Department approval, the student will select a topic for independent investigation in the Spring of the Junior year. In the Senior year he or she will take AL 700 (Senior Research) in the Fall Term and in either the Winter or Spring Term.

An oral examination will be given on the thesis. The examination will be given by three faculty members, one of whom will ordinarily be from outside the Department. Highest Honors will be granted for a grade of A or above, High Honors for a grade of B+ or A−, Honors for a grade of B. For Honors in any of these categories the student must also have a final average of B for all work in the Department and a B on the General Examination.

FRESHMAN WRITING PROGRAM

All freshmen must elect one of the courses in the writing program: these include all courses in English at the 100 level except EL 110; American Literature 101; one section of History 103; and approved Winter Term writing courses when offered. These are courses designed to develop and improve the skills of written communication; they are taught in sections of limited enrollment, require frequent written assignments, and proceed through close correction of papers, class discussion of both particular and general problems of writing and, as necessary, individual conferences. Satisfactory completion of one of these courses is a graduation requirement. Freshmen wishing to satisfy this requirement by taking American Literature must register for AL 101.

AL 101, 201 American Literature Fall, Spring

A study in the growth of American literature from the 17th through the first half of the 19th century, as emerging from its cultural backgrounds, and the significance of its major writers: Edwards, Franklin, Cooper, Irving, Poe, Hawthorne, Emerson, Thoreau, and others. (AL 101 satisfies freshman writing requirements.) Staff

AL 202 American Literature Fall, Spring

A study in the growth of American literature from the second half of the 19th century to the present, as emerging from its cultural backgrounds, and the significance of its major writers: Whitman, Melville, Twain, James, Crane, Faulkner, Frost, Eliot, Stevens, Hemingway, and others. (AL 101 or 201.) Staff

AL 301 The American Novel Fall

The development of the American novel: the meaning and structure of the novels of the 19th century focusing on particular novels of Cooper, Hawthorne, Melville, Twain, Howells, James, Norris, and Dreiser. (AL 202 or permission.) Mr. Munford

AL 302 The American Novel Spring

An analysis of thematic and structural aspects in representative American novels of the 20th century with concentration on Cather, Dos Passos, Fitzgerald, Hemingway, Faulkner, Wright, Ellison, Mailer, and Bellow. (AL 301.) Mr. Munford

AL 401 The American Short Story Spring

A study of the development of short prose fiction in America from Washington Irving to the present. The history of the short story form, techniques, and changing point of view will be considered with regard to Hawthorne, Melville, James, Crane, Fitzgerald, Hemingway, and others. (AL 202 or permission.) Mr. Beck

AL 402 Emerson, Melville, Whitman Fall

A study in depth of selected works of three major American writers emphasizing their relationship in the context of the time. (AL 202 or permission.) Mr. Stitt

AL 404 Modern American Poetry Spring

An introduction to the style and thought of Robinson, Frost, Stevens, Williams, Cummings, Crane and Roethke. Special attention will be paid to the theme of the poem as cure —what Stevens calls "a cure of the ground" and what Frost calls "a stay against confusion." (Junior or Senior AL or EL majors or permission.) Mr. Pack

AL 406 Black American Literature Fall

An introductory study of Black American poetry and prose narrative from the 19th century to contemporary times. Readings will include selections of slave narratives, folk tales, folk sermons, speeches, short stories, poems, and novels. (Permission. Limited to 25 students.) Mr. Conron

AL 407 American Autobiography Fall

A study of the development of American character as manifested in the self-histories of the Puritans, the *Autobiography of Benjamin Franklin,* Grant's *Personal Memoirs, The Education of Henry Adams,* Conrad Aiken's *Ushant,* the *Autobiography of Malcolm X,* and others. (HI 203 or AL 202, or permission.) Mr. Munford

AL 410 Seminar: Studies in Contemporary American Poetry Spring

A detailed study of such post-World War II poets as Robert Lowell, Theodore Roethke, James Wright, John Berryman and others. (Permission. Limited to 15 students.) Mr. Stitt

AL 412 Folklore and Mythology Fall

An analysis of the backgrounds of American folklore with emphasis on the material as it serves both to form our cultural heritage and to shape American literature. (AL 101 or 201 or permission.) Mr. Beck

AL 500 Special Research Fall, Spring

Open to individual qualified majors. (Permission.) Staff

AL 700 Senior Research Fall, Winter, Spring

For Senior majors who are candidates for Departmental Honors. Staff

AL 704 Senior Seminar Fall

A study of general topics based upon selected readings and on the student's general knowledge of the field of American Literature. Each student will present a report and write a paper on a topic chosen in consultation with one of the participating faculty. (Senior majors.) Staff

AL 705 Senior Seminar and General Examination Spring

Group discussion based on readings of historical and critical studies. The discussions and readings are designed to prepare the student for the General Examination, in which he or she will be expected to make informed statements about literary relationships and the interplay of literature and general culture. (Senior majors.) Staff

See also Division of Humanities.

See Division of Foreign Languages for listing of courses taught in English.

PROGRAM IN AMERICAN STUDIES

This program offers students the possibilities of an interdisciplinary approach to the study of American culture as it variously manifests itself in events, in institutions, in the arts, in ideas, in values.

Students are expected to achieve a certain breadth and range by work in various departments (see Section I below). They are further expected to integrate and focus their work: first by advanced work in at least one discipline; and secondly, by work in the American Studies Seminars and in the Senior Thesis (see Sections II and III below).

The program is administered by the Guidance Committee on American Studies; the members, who also serve as student advisers, are: Mr. Conron, Committee Coordinator 1976-1977 (American Literature), Mr. Catton (History), Mr. Craven (Economics), Mr. Ferm (Religion), Mr. Haerle (Sociology-Anthropology), Mr. Cox (History), Mr. Jacobs (History), Mr. Nelson (Political Science), Mr. Stitt (American Literature).

Eighteen courses in the following three categories are required for the major:

I. Courses required of all students (10)

AL 101 or 201 American Literature I
AL 202 American Literature II

PLUS

One other Course in American Literature

HI 203 United States History, 1492-1865
HI 204 United States History, 1865-1975

PLUS

One other course in American History

PS 102 American Political Regime
RE 220 The Shaping of American Religious Life
SA 102 Sociological Perspectives

PLUS *one* of the following:

SA 321 Native Peoples of North America
SA 343 American Community Studies
SA 354 Ethnic Groups in the United States

II. Four related American courses chosen from the following list. Students are required to take at least three of these courses in a single department. These courses, in conjunction with those taken under Part I, will give the student a concentrated experience in a single, traditional discipline.

American Literature

*AL 301-302	**The American Novel**	Fall, Spring
AL 401	**The American Short Story**	Spring
AL 402	**Emerson, Melville, Whitman**	Fall
AL 404	**Modern American Poetry**	Spring
AL 406	**Black American Literature**	Fall
AL 407	**American Autobiography**	Fall
AL 412	**Folklore and Mythology**	Fall
AL 410	**Seminar: Studies in Contemporary American Poetry**	Spring

*Strongly recommended for majors.

Art

AR 207	**American Art, 1760-1913**	Spring
AR 301	**Modern Architecture**	Spring
*AR 403	**Seminar: Victorian Architecture in Vermont**	Fall

*Permission

Economics

EC 150	**Contemporary Economic Problems (Macro)**	Fall or Spring
EC 152	**Toward Economic Literacy**	Fall
EC 155	**Contemporary Economic Problems (Micro)**	Fall or Spring
***EC 320**	**The Corporation**	Spring
***EC 360**	**Urban Economics**	Spring
***EC 365**	**Environmental Economics**	Fall
***EC 370**	**Monetary Theory and Institutions**	Fall
***EC 460**	**Industrial Organization and Public Policy**	Fall
***EC 470**	**Public Finance**	Spring
***EC 485**	**Labor Economics**	Fall

*Check prerequisites

History

HI 302	**Economic History of the United States**	Spring
HI 305	**Twentieth-Century America, 1900-1940**	Fall
HI 306	**Twentieth-Century America, 1938-1970**	Spring
HI 307	**Black History**	1977-78

HI 420-430 Readings courses in American History, as offered.

Political Science

PS 104	**Introduction to American Political Processes**	Fall
PS 203	**American Politics and Legislation**	Fall
PS 303	**Public Administration**	Spring
PS 305	**American Constitutional Law: Principles and Structure**	Fall
PS 306	**American Constitutional Law: Individual Rights**	1977-78
PS 307	**The American Presidency**	Fall
PS 315	**The Judicial Process**	Fall
***PS 402**	**Seminar in American Constitutional Law**	Spring

*Check prerequisites

Sociology-Anthropology

SA 246	**Technology and Social Change**	Fall
SA 315	**Sociology of Education**	Spring
SA 316	**Sociology of Youth**	Spring
SA 321	**Native Peoples of North America**	Fall
[SA 340	**Sociology of Organizations]**	
SA 343	**American Community Studies**	Fall
[SA 345	**Work, Leisure and Sport]**	
[SA 354	**Ethnic Groups in the United States]**	
[SA 387	**Sociology of Law]**	
SA 388	**Crime and Deviance**	Spring
SA 390	**Sociology of Sex Roles**	Fall

III. Advanced Studies: FOUR courses required.

AS 400 Seminar in American Studies (Junior Year) Fall

An introduction to the theories and methods of American Studies and their application to a particular theme or aspect of American culture. In 1976, the subject will be 1930s America. Mr. Conron and Staff

AS 401 American Studies Research Seminar (Junior Year) Spring

An introduction to the definition and exploration of research topics in American Studies. Major requirement of this course: a research paper using both primary and secondary sources. Staff

AS 700 Senior Thesis Fall and Spring

For students who have completed AS 400 and AS 401 and who have thus qualified for the Senior Program. Under the guidance of one or more appropriate faculty mem-

bers, each senior will do research leading toward a written thesis of substantial length (80-100 pp.) on some related interdisciplinary aspects of American culture. The thesis is to be submitted no later than April 1. Staff

AS 704 Seminar in American Studies (Senior Year) Spring

Seniors will conduct a seminar discussion on subjects related to the ones they have addressed in their theses and as applied to readings assigned to the group. Staff.

ART

Required for the major: In the belief that experience in both the practice and history of art constitute the most rewarding program, the Department requires both AR 101, Introduction to Art and Art History (*or* AR 102, Twentieth Century Painting and Sculpture), and AR 209, 210, Introduction to Design, of its beginning students. Completion of these courses with a grade of C or better qualifies a student for the major.

Students may complete their requirement in either of two ways:

Alternative A: six additional courses in the history of art plus senior work.

Alternative B: four additional studio courses, and four additional courses in the history of art (two of which shall have as their subject art before 1800), plus senior work.

Senior work:

Alternative A: Students elect two terms of AR 700, normally Fall and Winter, and write a senior thesis.

or

Students elect two terms of AR 700 in areas in which they have already done course work, and write two senior essays.

Alternative B: Students elect at least two studio courses beyond the six required for the major.

or

With Department permission, students elect AR 700 in each of the three terms, and carry out a sustained studio project, in one medium.

Honors: are awarded to students who do outstanding work in studio or art history. Normally a senior thesis or a portfolio produced during senior year must be presented by candidates for honors.

Teacher Training:

Students interested in teacher training in art should consult with Professor Jimenez of the Teacher Education Program and with Mr. Reiff.

AR 101 An Introduction to Art and Art History Fall

An introduction to the study of Western painting, sculpture, and architecture. Art works will be considered as objects of aesthetic significance, and in the broader context of both personal creation and cultural ambience. Two lectures and one discussion period. (Freshmen and sophomores only.) Mr. Hunisak and Staff

AR 102 Twentieth Century Painting and Sculpture Spring

With a format identical to AR 101 (two lectures and one discussion section per week), this course is offered on an introductory level and assumes no prior experience in art history. As we proceed to isolate the unique aspects of painting and sculpture produced between 1870 and 1970, we will focus on selected problems — aesthetic, perceptual, critical — which form a basis for art historical method. (Open to freshmen and sophomores, and to upperclassmen by permission.) Mr. Colbert and Staff

AR 201 Art of the Italian Renaissance Fall

A survey of Italian Art with a concentration on the High Renaissance of the 16th century. Art of Leonardo, Michelangelo, Raphael, Titian, and Correggio will be given special attention. Parallels between style and the historic events will be drawn and the issue of Mannerism and its place will be investigated. Mr. Colbert

AR 203 The Art of India Spring

A survey of Indian art and architecture from the ancient Indus Valley Civilization to Rajput miniature painting and the Taj Mahal, with excursions into Ceylon, Burma, to Angkor Wat in Cambodia and Borabadur in Java. No previous knowledge of Indian culture or history is required or expected. Mr. Reiff

[AR 204 The Art of China] To be offered in Fall 1977.

AR 205 Figure Drawing Fall

A studio course in the discipline of figure drawing. Working from the model, the student will make intensive study drawings concerning problems of proportion, distortion, scale, and motion. Limited to 30 students. (Permission.) Mr. Bumbeck

AR 206 Figure Drawing Spring

A continuation of AR 205. Mr. Bumbeck

AR 207 American Art Spring

An examination of American art and architecture in the context of its European heritage, particularly that of England. From colonial times to the Armory Show, selected problems will be considered to determine the extent of America's aesthetic dependence on Europe, as well as the degree to which an independent tradition has been established. Two lectures per week. Mr. Hunisak

AR 208 The Art of Japan Fall

A survey emphasizing architecture, the wood-block print, and Zen painting, but considering, as well, Buddhist sculpture, e-makimono, screen painting, Namban, ceramics, and sword furniture. No previous knowledge of Far Eastern cultures or history is expected. AR 204 is recommended, however. Mr. Reiff

AR 209 Introduction to Design Fall

Study of two-dimensional organization of forms and space. Critical analysis of pictorial structure to provide a conceptual foundation for self-evaluation and for further work. Students are required to take AR 210 to receive credit for AR 209. This course is required for all Art majors. Limited to 30 students. Mr. Steinbach and Staff

AR 210 Introduction to Design Spring

A continuation of AR 209. Limited to 30 students. Mr. Steinbach and Staff

AR 301 Modern Architecture Spring

The Western tradition in architecture since the Industrial Revolution. A survey of the men, monuments, and developments that established the aesthetic, social, and technological background for the contemporary architectural scene. Mr. Andres

[AR 302 Baroque Art: Painting, Sculpture, and Architecture of Seventeenth Century Rome] To be offered in Fall 1977.

AR 303 Northern European Art: 1300-1600 Spring

Northern European art from the fourteenth to the mid-sixteenth century. Problems of style and iconography will be discussed, with stress upon such figures as Claus Sluter, Jan van Eyck, Hugo van der Goes, Durer, and Bruegel. Offered on alternate years. Mr. Reiff

AR 304 The Art of Northern Europe: The Baroque Spring

This survey concentrates on the art of the 17th and 18th centuries as it developed in Flanders, the Netherlands, France, and England. Focus will center on such major figures as Rembrandt, Vermeer, Rubens, Poussin, and Hogarth. Mr. Colbert.

AR 305 Painting and Sculpture of 19th Century Europe Fall

Painting and sculpture just before the French Revolution, Neo-Classicism, the Romantic movement, Realism, and Impressionism primarily in France with excursions into England, Germany, Italy, and Scandanavia. Mr. Reiff

AR 306 English Art Fall

A survey of English art from 1500 to 1900 with special attention on the last two hundred years. Such issues as social conditions, the Industrial Revolution, the effects of aesthetic theory will be considered. Detailed consideration will be given to the art of Hogarth, Reynolds, Blake, Turner, Constable, and the Pre-Raphaelites. Mr. Colbert

AR 307 The Art of the City Fall

A study of man's most complex and physical monument. The city (historical and "ideal") will be surveyed from antiquity to the present in an investigation of its changing purposes, elements, and organization. Mr. Andres

AR 309 Painting Fall

Painting with the emphasis on structuring of pictorial space in representational and non-representational or abstract conceptions. Use of new and traditional media. (AR 209-210 or permission.) Mr. Steinbach

AR 310 Painting Spring

A continuation of AR 309. Mr. Steinbach

AR 311 Ancient Art Spring

In a given year, this course will focus on the art of one or more ancient Western civilizations. This Spring, it is on The Arts B.C. Architecture, painting, and sculpture in Egypt, the Ancient Near East, and Greece to the rise of The Roman Empire will be examined as products of their cultures and for the development of attitudes and processes basic to our Western artistic tradition. Mr. Andres

AR 315 Printmaking Fall

Studio instruction in traditional and contemporary methods of intaglio and relief printmaking. Critical emphasis on the union of the printmaking craft with problems of drawing, painting and design. Limited to 20 students. (AR 209, 210 or permission.) Mr. Bumbeck

AR 316 Printmaking Spring

A continuation of AR 315. Mr. Bumbeck

AR 319 Sculpture Fall

An introduction to sculpture. A variety of experiences in various media and diverse problems of design will be stressed. (AR 209, 210 or permission.) No previous experience in sculpture is expected. Staff

AR 320 Sculpture Spring

A continuation of AR 319. Students will pursue ideas with greater concentration in a specific area or conversely explore totally new sculptural experiences. Staff

AR 400 Studies in Art Criticism and the Methodology of Art History Spring

This course is intended as a culmination to the study of art history on the undergraduate level. As such, it is designed primarily for senior art history majors, but others with sufficient background are welcome, as well. A number of critical writings, dating from the later Eighteenth Century to the present, will be investigated in depth. We will also scrutinize the publications of one or more major art historians in order to determine the basis for their personal method. In addition, each member of the art history faculty will conduct one session devoted to methodological problems encountered in his own field of expertise. One three-hour session weekly. (Permission.) Mr. Hunisak

AR 401 Seminar in Modern Art: Surrealism Fall

This year the topic will be Surrealism, its antecedents in romantic, fantastic, and Symbolist art; its manifestations as *peinture-peinture* during the 1920's; the iconographic complexity as *peinture-poesie* during the 1930's; its role in the "new American painting" of the 1940's. A reading knowledge of French would be helpful. One three-hour session per week. Limited to 12 students. (Permission.) Mr. Hunisak

AR 403 Seminar in Modern Architecture: Victorian Vermont Fall
A study of nineteenth-century Vermont architecture, its stylistic sources, its practitioners, and its local development with special reference to buildings in and around Middlebury. Limited to 12 students. (Permission.) Mr. Andres

[AR 405 Seminar in Baroque Art]

AR 500 Advanced Studies in the Visual Arts
Supervised independent work in art history or studio. Staff

AR 700 Senior Independent Study Staff

See also Division of Humanities.

BIOLOGY

The Department of Biology offers programs in a broad spectrum of areas, ranging from life processes at the molecular level to the interrelationships of whole organisms and their environments. The Major Program is designed to enable the liberal arts student to understand the biological world and man's role in it, as well as to prepare students for graduate and professional schools. The Department is well equipped to offer laboratory study and student research opportunities in many areas. In addition, the geographical location of Middlebury College, with thousands of acres nearby owned by the College or within the Green Mountain National Forest, provides an excellent outdoor laboratory for ecological studies.

Each student electing a Biology major plans a program of courses in close consultation with a faculty adviser within the Department. This program will include BI 110, other Biology courses to bring the total within the Department to at least 10, and at least 3 cognate courses chosen from the departments of Chemistry, Physics and Mathematics. A maximum of 2 courses from CH 241, CH 242, CH 421, and CH 422 can be included among the 10 courses required for the major if they are not also used as cognates. Other courses outside the offerings of the Biology Department may be accepted for students who petition the Department individually. This procedure is intended to allow the student maximum flexibility in designing a major program which fits individual interests while providing the guidance needed to avoid mistakes which might hamper a future career.

A separate, joint major with Chemistry has been developed to enable students to study aspects of both fields without having to take all the courses prescribed for a pure major in either field. The Department also participates in the interdisciplinary Environmental Studies major. Special major programs involving biology and other fields can be arranged to suit individual needs.

Students planning careers which require graduate or professional school training involving biology should be familiar with the subject matter included in CH 101, CH 241, and CH 242; MA 112; and PH 109, and PH 110, in addition to their biology program. Some medical and graduate schools expect additional courses in mathematics and chemistry. Students who anticipate applying to graduate or professional school programs will be urged by their advisers to include appropriate courses in their programs.

The Department admits a limited number of graduate students as candidates for the Degree of Master of Science in Biology. The requirements of this program include research, a thesis, an oral examination, and some assisting in undergraduate laboratories.

Courses designated with an asterisk* may be taken without laboratory under the following conditions: (1) The stated prerequisites for the course must be met. (2) Students majoring in Biology or jointly in Biology and other subjects may not count such courses toward the fulfillment of the major.

Required for a Major: BI 110; 9 elective courses within the Biology Department or accepted for the Major by the Department; 3 cognates chosen from Chemistry, Mathematics, and Physics. Courses with optional laboratories in Chemistry and Physics must be taken with laboratory to fulfill this cognate requirement. Recommended: see list above, advised as preparation for graduate and professional schools.

Required for a Joint Major in Biology and Psychology: see description under Psychology.

Required for a Joint Major in Biology and Chemistry: see description under Chemistry.

Required for an Environmental Studies — Biology Major: 5 upperclass Biology courses including BI 310 and BI 311, 6 cognates from Chemistry, Geology, Mathematics or Physics, 5 cognates from pertinent non-science disciplines including Geography, a knowledge of a modern foreign language and two senior-thesis courses in Biology.

Honors Program: students should apply during Spring Term of Junior year. Honors are awarded on the basis of an Advanced Study (BI 500) project of superior quality and satisfactory completion of requirements to be specified by the Department.

Proficiency Examination: students are urged to take the Biology proficiency examination before starting BI 110. Those who pass the examination are excused from the BI 110 requirement for the Major (and joint majors including Biology), and have satisfied all BI 110 prerequisites for more advanced courses. They must still take 10 courses within the Department (or acceptable to it), and the required cognates, to major in Biology.

[BI 103 Biology and its Implications for Humans]

BI 110 Concepts of Modern Biology Fall

An examination of some of the more important concepts underlying evolutionary biology, Mendelian and molecular genetics, cell metabolism, and physiology, with emphasis on developing meaningful generalizations. Laboratory work stresses experimentation and interpretation of biological data, and both supplements and enlarges on topics considered in lecture. This course serves as the normal introduction to the biology major, but is designed for all students who wish to explore the concepts that it develops. Students who have had an advanced high-school biology program should take the biology AP examination or should plan to take the Biology Proficiency Examination given by the Department during orientation week to see if this course would be helpful for their major. 3 hrs. lect., 3 hrs. lab. Mr. Saul

[BI 201 Invertebrate Biology]

***BI 203 Botany** Fall

An introduction to the morphology, physiology, and ecology of selected algae, fungi, mosses, and vascular plants. Special topics will include pollination ecology, allelopathy, and aspects of plant pathology. The laboratory will be descriptive and experimental, and will commence with several field trips to bogs, woodlands, and other areas of botanical significance. Laboratory work will also include preparation of a plant collection and report based on taxonomic principles. 3 hrs. lect., 3 hrs. lab. (BI 110 or BI 103.) Mr. McCormack

***BI 205 Developmental Biology** Spring

An introduction to the development of selected animals and plants, with emphasis on the mechanisms underlying the various phenomena. Laboratory work will include descriptive and experimental approaches to developmental problems. (BI 110 or 103 or permission.) 3 hrs. lect., 4 hrs. lab. Mr. Watters

BI 210 Comparative Vertebrate Anatomy Fall

This course is designed to acquaint the student with the gross anatomy of selected organ systems in a variety of vertebrates and other chordates. The following systems are considered: skeletal, muscular, digestive, respiratory, circulatory, excretory, reproductive and endocrine. A section on the origin of vertebrates and their subsequent evolution is included. (BI 110 or BI 103 or permission.) 3 hrs. lect., 3 hrs. lab. Staff

BI 211 Comparative Vertebrate Physiology Spring

This is an introductory physiology course using the concept of homeostasis as the central unifying theme. Areas of major emphasis will include gross metabolism, gross and cellular transport, the endocrine system, water and electrolyte balance, digestion and absorption of nutrients, and muscle contraction. Although occasionally operating at the cellular level, this course is concerned primarily with function at the level of organ systems. (BI 110 or permission.) 3 hrs. lect., 4 hrs. lab. Staff

***BI 267 The Biology of Insects and Related Arthropods** Fall

Insects comprise more than half the identified species of living things. This course will consider the varieties of insects and their relationships to other groups of invertebrates, various aspects of their physiology and behavior; it will discuss their economic importance as plant pollinators and pests and as parasites and pathogen vectors of both plants and animals. Ecological aspects of chemical and biological control measures will be weighed. Other arthropods such as spiders, mites and ticks will be considered briefly. The laboratory will consist of collecting and identification sessions, observations of behavior in field and laboratory, morphology and anatomy of the various stages in the development of insects, and physiological experiments. If any student registering for the course in May feels he or she will have time and the occasion to collect insects during the summer, please see the instructor before leaving for information and equipment. 3 hrs. lect., 3 hrs. lab. (BI 110 or BI 103, or permission.) Mr. McDonald

BI 275 Plant Physiology Spring

A study of the life processes of higher plants, including mineral nutrition, photosynthesis, secondary metabolism, and the influence of external and internal factors on growth and development. Topics in physiological ecology and phytopathology may also be considered. The laboratory will consist of the theory and application of research techniques, and the interpretation and reporting of data. 3 hrs. lect., 3 hrs. lab. (BI 203, CH 241 or permission.) Mr. McCormack

BI 305 Microbial Biology Fall

An introduction to microorganisms with emphasis on bacteria and their viruses. Beginning with an examination of the salient features of bacterial physiology, the course then proceeds into a general survey of the more important bacterial groups and their roles in disease, environmental nutrient cycles, and/or industrial processes. Laboratory exercises will stress the means by which microorganisms are isolated, cultured, and studied from both a medical and an ecological point of view. The lab program concludes with a project dealing with the enrichment, isolation, and identification of selected microorganisms from natural sources. 3 hrs. lect., 3 hrs. lab. (BI 110 or 103, CH 101.) Mr. Bell

BI 310 General Ecology Spring

Basic ecological principles and concepts pretaining to and governing the interrelationships between organisms, and between organisms and the physical environment. Effect of abiotic environmental parameters and biotic phenomena such as territoriality, aggression, communication, predation and parasitism on energy flow, nutrient cycling and populations. Problems of environmental modification by the human species. Inherent ability of natural populations to expand and to control their own and other population sizes. (BI 103 or 110 or permission. This course is prerequisite for BI 311.) 3 hrs. lect., 3 hrs. lab. Mr. Woodin

BI 311 Ecosystem Analysis Fall

Theory and practical field methods of analyzing the components of nutrient cycling and energy flow in ecosystems. Interrelationships between biotic and abiotic processes that control the complete ecosystem. Emphasis placed on energy flow and the hydrologic subsystem as a carrier of cycling materials. Semester-length library research paper required. Laboratory consists of intensive weekend field studies of entire, unspoiled, drainage basin as a sample ecosystem followed by indoor analysis of collected data. (BI 310.) 3 hrs. lect., 3 hrs. lab. Mr. Woodin

***BI 314 Genetics** Spring

Lecture topics include the physical basis of heredity, chromosome aberrations, the nature and action of hereditary material, mutations, linkage and recombination in procaryotes and eucaryotes, and an introduction to evolutionary and population genetics. Laboratory study is designed to introduce some major organisms and techniques used in research, and includes training in analyzing and reporting data. 3 hrs. lect., 3 hrs. lab. (BI 110 or 103.) Mr. Saul

[BI 315 Marine Microbiology]

***BI 316 Animal Behavior** Spring

A review of recent developments in the field of the behaviors of invertebrates and vertebrates, particularly of the latter, with emphasis on the evolution and ontogeny of behavior-

al patterns, and some consideration of the physiological and neural mechanisms underlying them. The laboratory will consist of two independent investigations and reports thereon, one on aquarium fish and the other on local mammals or birds in their natural habitats. An afternoon approximately every other week will be devoted to the showing of films of behavior. 3 hrs. lect., 3 hrs. lab. (BI 110 or BI 103 or permission.) Mr. McDonald

BI 350 Topics in Cellular Biology Fall

Emphasis on the integrative organization of cellular structure and function, especially with respect to the acquisition, transformation, and utilization of energy. A critical and experimental approach to the study of cellular phenomena will be stressed and in part will involve physical and chemical concepts and methods. Laboratory experiments are designed to implement this approach. (BI 110, CH 241 or permission.) 3 hrs. lect., 4 hrs. lab. Mr. Watters

[BI 401 Advanced Genetics]

BI 408 Advanced Topics in Cellular Biology Spring

Cell membranes: structures and function. A critical examination of current literature, with emphasis on methodology and data interpretation. We shall investigate the constraints that transport data and models of membrane function place on models of membrane structure and, conversely, how ultrastructural images of membranes affect the ways in which we interpret membrane function. Lectures, discussion, and student seminars. Each student will write at least one critical review, based on readings from primary sources. (BI 350 or CH 421, and permission.) Mr. Watters

BI 410 Evolutionary Biology Fall

An in-depth and critical examination into the nature of the biological species and the factors which govern its evolutionary success. Topics will include the nature and extent of genetic polymorphism, ecotypic variation and adaptation, theories of speciation, and the role of competition in regulating species diversity. This course is strongly oriented toward current research problems; much of its subject matter will be gleaned from recent studies in population genetics, protein chemistry, theoretical ecology, and biogeography. Lectures and biweekly discussions. (BI 314 and MA 112 and permission.) Mr. Bell

BI 415 Topics in Plant Ecology Spring

Topics will include pollination ecology, plant-insect relationships, and biochemical interactions among plants. Emphasis will be on pollination ecology and will consist of a survey of abiotic and biotic pollination mechanisms. The ecological interactions between flowering plants and their pollinators will provide a framework for discussion of their coevolutionary relationships. The role of plant natural products in the life histories of insects will also be examined. Lectures, discussions, and student seminars. At least one paper will be required. Since course content is interdisciplinary, knowledge of certain aspects of botany, chemistry, and entomology is desirable. (BI 203 and permission.) Mr. McCormack

BI 500 Advanced Study Fall, Winter, Spring

A project involving laboratory research or extensive library study on a topic chosen by the student and a faculty adviser. For Biology majors. (Permission.) Staff

BI 750 Senior Work (Environmental Studies) Fall, Winter, Spring

Independent Study — Senior Thesis

Independent Study, normally involving a laboratory or field research project for any two of the three senior terms. Required of Environmental Studies majors specializing in ecology. Not open to Biology Majors. Staff

BI 900 Research and Thesis Fall, Winter, Spring

Required for all candidates for the Master's degree. Staff

See also Division of Natural Sciences.

CHEMISTRY

The Department of Chemistry believes that the basic program required of all majors provides a firm foundation in fundamental principles on which individual students may build to accommodate a variety of objectives including secondary-school teaching, a position in industry or advanced work in graduate or professional school. Although non-majors may take any laboratory course without the laboratory, courses constituting a part of a major in chemistry must be taken with laboratory. The Department of Chemistry is accredited by the American Chemical Society and students taking the appropriate electives may be certified by the Society.

Required for a Major: CH 101*, CH 131, CH 211, CH 241, CH 242, CH 351 plus four elective courses in the Department; MA 112, MA 113, PH 109 and PH 110. Two or three units of independent study may be included in the four required chemistry electives. Students with a professional interest in chemistry are encouraged to elect CH 341, CH 352, CH 431, CH 452, two course credits of independent study, MA 201, MA 202 and GN 101, GN 102 or RU 101, RU 102.

Joint Major in Biology and Chemistry: Required for a major: Biology: BI 110, and four electives in Biology; Chemistry: CH 101*, CH 131, CH 211, CH 241, CH 242, CH 351, MA 112, MA 113, PH 109, PH 110 and three additional electives from Biology, Chemistry, Mathematics or Physics.

A deposit fee to cover cost of broken apparatus is charged in each laboratory course. Bills will be mailed after the second week in each term.

*CH 101 is the normal introductory course in chemistry. However, many students qualify for permission to omit CH 101 and begin studies in Chemistry with CH 211 or CH 131, or CH 241. Consult the Chairman of the Department.

CH 101 Fundamentals of Chemistry Fall, Spring

Fundamental principles of chemistry. Atomic theory and atomic structure, chemical bonds, stoichiometry, kinetic theory and the states of matter. Problem drill, conferences. Laboratory work deals with the testing of theories by various quantitive methods. Students with adequate secondary-school preparation are encouraged to consult the Department for permission to elect Chemistry CH 211, CH 131, or CH 241 in place of this course. 3 hrs. lect., 4 hrs. lab. Breakage fee. Staff

CH 107 Same as CH 101 but without the laboratory.

CH 131 Systematic Inorganic Chemistry Fall, Spring

A systematic study of the elements and their compounds based on the Periodic Table. The isolation of the elements from their natural sources, and the synthesis of some important types of inorganic compounds. The properties of selected elements and their compounds are discussed in class and/or studied in the laboratory using various analytical methods. (CH 101 or permission.) 3 hrs. lect., 3 hrs. lab. Breakage fee. Mr. Pool, Mr. Bennett

CH 137 Same as CH 131 but without the laboratory.

CH 211 Analytical Chemistry I Spring

Extensive treatment of mass action theory (ionic equilibrium) concerned mainly with ionization of strong and weak electrolytes, buffers, hydrolysis, solubility of difficultly soluble substances, complex formation, oxidation-reducation systems, and quantitive measurements involving these phenomena. Laboratory work is mainly titrimetric analysis with some gravimetric methods. (CH 101 or permission.) 3 hrs. lect., 6 hrs. lab. Breakage fee. Mr. Pool

CH 217 Same as CH 211 but without the laboratory.

CH 241, CH 242 Organic Chemistry I and II Fall, Spring

An introduction to the study of the compounds, both aliphatic and aromatic, of carbon. The approach is based on the properties of functional groups with emphasis on electronic theory and reaction mechanisms. Laboratory exercises involving synthesis of organic compounds, analysis of various classes of compounds, and identification of unknowns complement the lecture material. (CH 101 or permission; CH 241 must precede CH 242.) 3 hrs. lect., 6 hrs. lab. Breakage fee. Mr. Gleason, Mr. Harnest, Mr. Tatum

CH 247, CH 248 Same as CH 241, CH 242 but without the laboratory.

CH 341 Organic Chemistry III Fall

Fundamental organic chemistry beyond monofunctional compounds. Heterocyclic and polyfunctional species are emphasized, including treatment of monosaccharides, disaccharides and amino acids. The main focus of the laboratory will be identification of organic compounds with heavy reliance on modern instrumentation, particularly infrared and nuclear magnetic resonance spectroscopy. Experience will be gained in handling mixtures as well as single compounds, but identification requirements will be tailored not to exceed the specified six hours of laboratory work. (CH 242.) 3 hrs. lect., 6 hrs. lab. Breakage fee. Mr. Gleason

CH 347 Same as CH 341 but without laboratory.

CH 351 Physical Chemistry I Fall

A study of the properties of gases, liquids, and solutions. The laws of thermodynamics are developed and applied to simple chemical systems and to chemical equilibrium. Chemical kinetics is treated empirically with consideration given to the order and molecularity of reactions and the effect of temperature. (MA 113, PH 109, plus 2 semester courses in chemistry.) 3 hrs. lect., 4 hrs. lab. Breakage fee. Staff

CH 357 Same as CH 351 but without the laboratory.

[CH 352 Physical Chemistry II] Offered in 1977-78.

[CH 358 Same as CH 352 but without laboratory.] Offered in 1977-78.

CH 421 Biochemistry Fall

An in-depth study of the structure and function of macro-molecules. The physical and chemical properties of proteins, enzymes, and nucleic acids are studied. Topics include: techniques of isolating and determining the physical properties of proteins, the biological function of enzymes and enzyme kinetics, and a physical description of the function and behavior of nucleic acids. (CH 242, CH 351, or permission; Biology BI 110 is recommended.) 3 hrs. lect. Mr. Bennett

CH 422 Biochemistry Spring

A study of intermediary metabolism and bioenergetics of biological systems; a brief look at genetic storage and transmittance of information. Some of topics studied are: ATP and tricarboxylic acid cycles and biosynthesis of carbohydrates, amino acids, and proteins. (CH 242 (248), CH 351, or permission; BI 110 is recommended.) 3 hrs. lect. Staff

CH 431 Advanced Inorganic Chemistry Fall

Atomic structure; molecular structure by valence bond and molecular orbital treatment; transition metal complexes according to valence bond, molecular orbital, crystal field, and ligand field theories. Relations of atomic and molecular structure to chemical and physical properties. Other topics such as crystal chemistry, acid-base theories, solvent systems, and nuclear chemistry. (CH 131 and four additional courses in Chemistry.) 3 hrs. lect. Mr. Bennett

CH 442 Advanced Organic Chemistry Spring

An extensive treatment of the relationship between structure and reactivity in organic systems. Topics will include thermodynamics, conformational analysis, kinetics, orbital symmetry, bonding theory and the application of modern spectral techniques to physical organic chemistry. (CH 242.) Staff

[CH 443 Advanced Organic Chemistry] Offered in 1977-78.

CH 452 Physical Chemistry III Spring

The elements of wave mechanics with chemical applications; atomic and molecular structure; spectroscopy and photochemistry. (CH 351, PH 110.) Staff

CH 500 Independent Study Project Fall, Spring

Individual Study for qualified students. Permission. Breakage fee. Staff

CH 700 Senior Work Fall, Winter, Spring

Senior majors may register for two or three course equivalents. The student plans and carries out a laboratory research project generally related to current faculty research interests. This work is normally culminated by the writing of a senior thesis. Staff

See also Division of Natural Sciences.

CLASSICS

Courses in the Classics are offered to help students attain a rapid and accurate knowledge of Greek and Latin and make them appreciative of the aesthetic and historical values of major and minor authors who wrote in the two languages. Students who are interested in advanced work in the Classics are encouraged to contemplate a joint or double major with some other department.

CL 101 Elementary Latin Fall

An introduction to the Latin language, literature and culture. Text: *Lingua Latina Secundum Naturae Rationem Explicata.* Miss Heibges

CL 102 Elementary Latin Spring

A continuation of CL 101. (CL 101 or one year of high-school Latin.) Miss Heibges

CL 103 Elementary Greek Fall

Mr. Harris

CL 104 Elementary Greek Spring

A continuation of CL 103. Mr. Harris

[CL 201 Intermediate Latin]

[CL 202 Intermediate Latin]

[CL 203 Intermediate Greek]

[CL 204 Intermediate Greek]

CL 215 Greek Drama: Euripides Fall

An intensive study in English of all of Euripides' work, which stands apart from the previous drama mainly in its para-realism and its stark new look at the world. Mr. Harris

CL 220 Introduction to Greek Science Fall

A course in English for humanities and science students which follows the thread of Greek science, a much neglected area, from the beginnings through the third century A.D. It will include medicine, geometry, the beginnings in algebra, and applied science along with technology. Mr. Harris

CL 301 Advanced Latin Fall

C. Iuli Caesaris Commentariorum De Bello Civili Libri tres, to be supplemented with select letters from Cicero's correspondence. Miss Heibges

CL 302 Advanced Latin Spring

C. Plini Caecili Secundi Epistulae ad Traianum Imperatorem cum eiusdem responsis, to be supplemented with mimeographed selections from ILS *(Inscriptiones Latinae Selectae).* Miss Heibges

CL 550 Independent Study Fall, Spring

Students select an author not previously studied and work largely on their own, conferring weekly with the staff about problems in language and interpretation as they arise.

Miss Heibges, Mr. Harris

See also Division of Foreign Languages.
See History HI 101 and 102.

ECONOMICS

The Major Program consists of two introductory courses, EC 150 and 155; EC 210, Economic Statistics; EC 215, Mathematical Economics; two intermediate theory courses, EC 350 and 355; and four electives, one of which must be from the "400" group. Course numbers are intended to reflect level of difficulty. Seniors interested in working for Honors may do so through the 700 course taken in the Fall and Winter Terms.

The Department strongly recommends that majors take MA 112 (Mathematical Analysis I) early in their programs, since it or an equivalent course is a prerequisite for EC 215, Mathematical Economics, a requirement for the major.

Any student may bypass either EC 150 or 155, the two introductory courses, by taking a qualifying examination. These will be given during the first week of the Fall and Spring terms at a time and place to be announced by the Department.

Majors considering graduate programs in Economics are urged to take EC 410. Those considering graduate programs in Business should take EC 220 and 320. Candidates for Law School also should take EC 220. Non-majors considering graduate programs in Economics or Business are urged to take EC 350 and 355 as well as the courses recommended immediately above for majors.

Please Note: The Class of 1977 may choose to elect major requirements in effect in the May 1974 Bulletin.

EC 150 Contemporary Economic Problems (Macro) Fall, Spring

An introduction to the analysis of such macroeconomic problems as inflation; employment levels; the role of money, taxation and spending; and resource use and conservation. Staff

EC 152 Toward Economic Literacy Fall

Various topics in micro — and macro analysis selected to help demonstrate how economists address current problems on the national and international level (inflation, unemployment, balance of payments, for example) as well as the industry or firm level (agriculture, railroads, aerospace, for example). Not suitable as direct preparation for majors in economics and therefore restricted to Juniors and Seniors. Various paperbacks will be used in place of standard text. Mr. Wolff

EC 155 Contemporary Economic Problems (Micro) Fall, Spring

An introduction to the analysis of such microeconomic problems as price formation (the forces behind demand and supply); market structures, from competitive to oligopolistic; the distribution of income; and public policy options bearing on these problems. Staff

EC 210 Economic Statistics Spring

Basic methods of statistical analysis with an emphasis on economic applications. Topics include probability, sampling random variables and distribution theory, hypothesis testing, and an introduction to linear regression. (MA 112 or permission.) Staff

EC 215 Mathematical Economics Fall

Develops the mathematical tools necessary for economic analysis. Matrix algebra, differential calculus, and integral calculus are presented within the framework of static, comparative static, and dynamic analysis. (EC 150, EC 155 and MA 112 or permission.)

Staff

EC 220 Accounting Fall, Spring

Accounting procedures for proprietorships and corporations with maximum emphasis on theoretical considerations involved. Mr. Smith

[EC 230 The Industrial Revolution and its Antecedents] Offered in 1977-78.

EC 320 The Corporation Spring

A study of the corporation as an economic and social institution. (EC 150, EC 155 and EC 220.) Mr. Smith

EC 330 The Economics of Development Fall

An analysis of history, theory, and competing contemporary policies for the economic development of the so-called "less developed countries." (EC 150 and EC 155 or permission.) Mr. Wolff

[EC 335 Comparative Economic Systems] Offered in 1977-78.

EC 350 Macroeconomic Theory Spring

Macroeconomic theory provides a framework in which the major forces affecting the overall performance of the economy can be isolated and their influence on aggregate activity analyzed. Its goal is to provide a basis for prediction and control of such economic aggregate as level of employment and unemployment, general price level, and level and rate of growth of national income and product. Mr. Guentner

EC 355 Microeconomic Theory Fall

An analysis of the modern theory of consumer behavior and demand, production and cost, the firm and market organization, income distribution, and general equilibrium and economic welfare. (EC 155 or qualifying exam.) Staff

EC 360 Urban Economics and the Economics of Urban Problems Spring

Consideration of such topics as the location of economic activity; trends in U.S. urban structure; urban transportation, housing, and finance; planned cities; and metropolitan governments. (EC 155.) Staff

EC 365 Environmental Economics Fall

An examination of the problems which must be resolved as society considers the costs of preserving or improving its environment versus the benefits from such expenditures. (EC 150 and EC 155 or permission.) Mr. Smith

EC 370 Monetary Theory and Institutions Fall

An introduction to the nature and role of money in an economic system; historical development of the United States financial and Federal Reserve systems; role of money in Classical and Keynesian theory; central bank policy; international monetary systems. (EC 150, EC 155 or permission.) Mr. Guentner

EC 410 Econometrics Fall

Classical methods for empirically testing economic theory. After reviewing linear regression, considerable time will be devoted to special problems associated with econometric modeling. The latter part of the course will focus on simultaneous equation methods with particular emphasis on the identification problems, as well as a look at other multivariate techniques such as principal components, canonical correlation, and discriminate analysis. (EC 210, EC 215 or permission.) Staff

EC 440 The Economics of International Trade Spring

A study of the economic basis of trade among nations, its composition, and impact on domestic economics. (EC 355.) Mr. Claudon

EC 450 History of Economic Thought Spring

Writings of the most notable contributors to the advancement of economic thought and analysis and critiques of their work are studied and reviewed. Authors include predecessors of Adam Smith and successors to J.M. Keynes. (EC 350 and EC 355.) Staff

EC 460 Industrial Organization and Public Policy Fall

The structure and performance of American industry are examined in the light of economic theory. Public policies toward business are reviewed and evaluated. (EC 355.) Mr. Craven

EC 470 Public Finance Spring

The operations of the American public sector in the areas of expenditure and taxation with respect to the allocative, distributive, and stabilization functions of public policy. Topics include the efficiency in providing public services and methods for evaluating alternative

public expenditures such as national defense, highways, education; income redistribution through the tax system as well as the incidence and shifting of various taxes; a consideration of public policy at the federal, state, and local levels of government and the possibilities for revenue sharing arrangements. (EC 350, EC 355 or permission.) Staff

EC 485 Labor Economics Fall
Economics of manpower and the labor market; the role of unions; labor legislation. (EC 355.) Staff

EC 500 Individual Special Projects Fall, Spring
(Permission. See Handbook.) Staff

EC 700 Senior Research for Honors Fall
(Permission.) Staff

ENGLISH

Because of the varied nature of the Department's offerings, courses are differentiated by their second and third digits in the following manner.

Literature (00-19) Dramatic Literature (20-39) Writing (60-79)

FRESHMAN WRITING PROGRAM

All freshmen must elect one of the courses in the writing program. See complete discription under "American Literature." Freshmen who have completed the Writing Program requirement may, in their freshman year, elect a second, different EL 100 level course, space permitting.

EL 101 Narrative Fiction Fall, Spring
Selections from writers such as Conrad, Joyce, Hemingway, Lawrence, and Faulkner. Papers will emphasize close attention to texts, on the understanding that ability to read well and thoroughly is a necessity for competent self-expression. Mr. Elder and Staff

EL 103 Lyric and Narrative Poetry Fall, Spring
Close analysis of selected poems both traditional and modern. The course will savor the musical, metaphorical and dramatic aspects of poetry, the relationship between voice and implication, between sound and sense. "Every poem is a new metaphor inside or it is nothing." —Robert Frost. "I do not know which to prefer./The beauty of inflections/or the beauty of innuendoes." —Wallace Stevens. Mr. Littlefield (Fall); Mr. Pack (Spring)

EL 105 Drama Fall, Spring
The comedy of society and the city. Included among the works studied will be Shakespeare's *Much Ado About Nothing* and *Twelfth Night,* Johnson's *Epicoene,* Etherege's *The Man of Mode,* Sheridan's *The School for Scandal,* Wilde's *The Importance of Being Earnest* and American films of the 1930s and 1940s. Miss Crehan and Staff

Admission to EL 170 and to EL 175 below is by permission. Each student must submit a sample of recent work in poetry or prose fiction. The sample, which must be received in the Department office by noon on the Thursday before classes begin, need not be more than several pages long — in fact, the shorter the better. Accomplishment, skill, style are not requirements for admission to the course: we are looking for commitment to writing as an activity.

EL 170 Prose Fiction I Fall, Spring
The course has two areas of activity: (1) the close analysis in discussions and written assignments of short stories by writers in the modern tradition, and (2) analysis and discussion of imaginative and critical writings by students in the course. (Permission. See above.)
Mr. Clagett, Mr. Gavin

EL 175 Poetry I Fall, Spring

Each student will write at least one poem a week, exploring a variety of poetic forms. The class will examine closely and critically poems written by students and published poets, when possible tracing development of published poems through drafts. (Permission. See above.)
Mr. Price (Fall); Mr. Gavin (Spring)

MAJOR PROGRAM

Required for a Major in English are (1) Interpretation of Literature: an Historical Approach (EL 201-202); (2) Distribution Courses: five courses in literature, one chosen from each of the following groups: A) EL 211, 227, 404; B) EL 224, 303, 304, 321; C) EL 206, 305, 306; D) EL 207, 313, 314, AL 301; E) EL 208, 212, TH 326, AL 302, AL 404; (3) the Senior Program.

The Senior Program in English includes a Senior Essay or Honors Thesis and the General Examination. The Senior Essay is a one-term project; the Honors Thesis is a two-term project. Majors who have taken a writing course and an independent study project in writing may petition to undertake a creative writing project as Senior Essay or Honors Thesis. Each Senior is assigned to a faculty member for guidance in the essay or honors thesis. The General Examination receives one course-credit. The examination will be based on a general reading list. Departmental honors will be awarded on the basis of grades in the General Examination and the Honors Thesis or the Senior Essay.

LITERATURE

EL 110 Continental Fiction Spring

A study of major novels and some shorter works by 19th and 20th century European authors, including Flaubert, Turgenev, Zola, Tolstoy, Dostoevsky, Mann, Kafka, Sartre, Camus, and others. Two lectures a week with optional discussion immediately following lecture. Midterm and final exams; no papers required. This course is offered primarily for freshmen and is open on an unlimited basis to *all freshmen who have fulfilled the freshman writing requirement:* this is an absolute prerequisite. In addition, up to twenty-five students will be admitted from *each* of the three upper classes on a first-come, first-served basis at Registration. Mr. Price

EL 201 Interpretation of Literature: Chaucer, Shakespeare, Milton Fall

Major works by Chaucer, Shakespeare, and Milton will be considered: *The Canterbury Tales* (selections); three plays by Shakespeare; *Paradise Lost.* (Sophomores, Juniors, Seniors.) Staff

EL 202 Interpretation of Literature: Pope, Wordsworth, the later 19th and early 20th Century Spring

Major poems by Pope and Wordsworth (excluding *The Prelude)* will be considered during the first eight weeks; the last four weeks will be spent considering a selection of works from one or two major 19th or early 20th century writers such as Tennyson, Hardy, Conrad, Lawrence, T.S. Eliot. (Prerequisite: EL 201 or permission.) Staff

EL 206 The Early Novel Fall

The rise of the novel as an art form: Daniel Defoe to Jane Austen. Novelists to be read include Defoe, Richardson, Fielding, Smollett, Sterne, Goldsmith, Walpole, Ann Radcliffe, and Jane Austen. Mr. Prickitt

[EL 207 Nineteenth Century Fiction] Offered in 1977-78.

EL 208 The Twentieth Century English Novel Fall, Spring

The course will focus on the "Modernist" writers of the first third of the century: Conrad, Ford, Forster, Woolf, Joyce, and Lawrence. Background readings from such figures as Bergson and Freud will help define the intellectual context within which these novelists work.
Mr. Price (Fall); Mr. Elder (Spring)

EL 211 Classics of Literature: Greece Spring

A study of the literary achievement of Homer, Herodotus, Thucydides, and Plato. Works examined will include the *Iliad, Odyssey,* the *Histories* of Herodotus, the *Peloponnesian War* of Thucydides and selected dialogues of Plato. Mr. Littlefield

[EL 212 Modern British Poetry] Offered in 1977-78.

[EL 303 Introduction to the Literature of the English and Continental Renaissance: 1500-1610] Offered 1977-78.

EL 304 English Literature of the 17th Century Spring

A survey of the thought and literature of the 17th century. Selected works of both prose and poetry by Bacon, Burton, Jonson, Donne, Herbert, Marvell, Hobbes, and Milton, with attention to the historical and cultural background of the period. Miss Crehan

[EL 306 Prose and Poetry of the Age of Johnson] Offered in 1977-78.

EL 313 English Romanticism Fall

Primary attention will be given to poetry and prose selected from the six major English Romantic poets: Blake, Coleridge, Wordsworth, Keats, Shelley and Byron. The first fifty minutes or so of both hour and a half weekly meetings will consist of a lecture on pre-assigned material; the second part of each meeting will involve optional attendance at informal discussion of issues raised by the lectures and any related matters. As we go along, an effort will be made to identify characteristic concerns of the Romantic Movement as well as to say something about the social and cultural background from which they emerged. Mr. Hill

EL 314 Victorian Poetry Spring

This course will be centered on selections from the three major Victorian Poets: Tennyson, Browning and Arnold. (Lecture and discussion format as above for English 313.) The approach is thematic and lectures will be organized around such major concerns as the poet as alien figure, materialistic determinism, the effects of the "new" science, the role of women, "the myth of Evolution," attitudes about war, the "Pathetic Fallacy," etc. Students will be encouraged to read judiciously and widely in other major Victorian writers such as Carlyle, Mill, Ruskin, Swinburne and Hardy. Mr. Hill

EL 401 Seminar: Milton Fall

A study of the major poetry and selected prose of Milton. Particular attention will be given to an examination of how the poet expressed the major social, religious, and political concerns of his time within traditional forms. Mr. Littlefield

EL 403 Seminar: Wordsworth, Keats, and Stevens Fall

"Our destiny, our being's heart and home,
Is with infinitude." — Wordsworth

". . . we shall enjoy ourselves here after by
having what we called happiness on Earth
repeated in a finer tone." — Keats

"And shall the earth
Seem all of paradise
that we shall know?" — Stevens

Selected poems by Wordsworth, Keats and Stevens will be studied in the context of the themes of desire and fulfillment. Mr. Pack

EL 404 Seminar: Chaucer Fall

Reading and discussion of the major achievements among the *Canterbury Tales,* and the *Troilus and Criseyde,* with reference to intellectual background and developments in Gothic style through the 14th century. Mr. Martin

EL 405 Victorian Prose Spring

A survey of the Victorian social and cultural critics — Carlyle, Newman, Mill, Ruskin, and Arnold — and the social novels of Disraeli, Dickens, Mrs. Gaskell, and George

Eliot, with special emphasis on the relationship between Victorian literature and Victorian society. Mr. Magnet

EL 406 Seminar: D. H. Lawrence Spring

A study of selected short stories, poems, critical essays, travel literature, a few novellas, and the major works of fiction, including *Sons and Lovers, The Rainbow,* and *Women In Love.* (Limited to 15; by permission.) Mr. Price

EL 407 Seminar: William Butler Yeats Spring

Extensive reading in most of Yeats' works with intensive study of selected poetry. Works to be read or read in outside the required reading of all the poetry will include: *The Autobiography, The Collected Plays, A Vision, Mythologies, Irish Fairy and Folk Tales* (ed. Yeats), *Ideas of Good and Evil, Discoveries, Per Amica Silentia Lunae, The Cutting of an Agate.* (Permission.) Mr. Hill

DRAMATIC LITERATURE

EL 224 Medieval and Renaissance Drama Fall

A survey of English drama from the Tudor moral interlude to the closing of the theaters in 1642, with attention to the development of dramatic forms and to the cultural and intellectual background of the period. Selected plays by Lyly, Kyd, Marlowe, Greene, Jonson, Beaumont and Fletcher, Middleton, Webster, Ford and Shirley. Miss Crehan

[EL 227 Greek and Roman Drama] Offered in 1977-78.

EL 321 Shakespeare Fall

An intensive scrutiny of language, character and theme in several of Shakespeare's major plays with a primary focus on *Hamlet* and *King Lear.* (Juniors and Seniors.) Mr. Cubeta

EL 322 Shakespeare Spring

See EL 321. Not open to students who have taken EL 321. (Juniors and Seniors.) Mr. Cubeta

WRITING

EL 260 Factual Writing Fall

This course offers a varied experience in factual, as opposed to fictional writing. Each student will write a narrative; an exposition; an argument; an informal essay; an analysis; and a formal research paper, with footnotes and bibliography, subject to be chosen by the student. Mr. Clagett

EL 270 Prose Fiction II Fall, Spring

With advice and editorial assistance from the instructor, students will undertake more ambitious writing projects in order to develop their talents and to broaden their sense of technique and style. Students may choose to write stories, novelettes, novels, or, in special cases, plays. (Limited enrollment. Permission.) Mr. Clagett

EL 275 Poetry II Fall

A seminar course in which students are encouraged to undertake writing projects, with advice and editorial assistance from the instructor, in order to discover where their talents may lie and to broaden their sense of technique and style. The class will meet once a week to discuss samples of contemporary writing and each other's work. Each student will also work in conference with the instructor. (Limited to twelve students. Permission.) Mr. Pack

EL 279 Techniques of Research Spring

This course is designed to train students in the art of research for material to be used in various kinds of advanced writing, including biography, nonfiction, fiction, and scholarly writing. The choice of the topic is open to the student. (Limited enrollment. Permission.) Mr. Clagett

Advanced Writing: Students may undertake writing at the 500 or 700 levels. Candidates are asked to submit a description of their project and samples of their writing to a departmental committee two weeks before registration.

SPECIAL PROJECTS

The Department will consider applications from qualified students who wish to undertake special projects in literature, dramatic literature and writing. A student proposing to undertake such a project should submit a detailed proposal to his adviser two weeks prior to registration.

EL 500, 520, 560 Special Projects Fall or Spring
Staff

SENIOR PROGRAM

The Senior Program includes a General Examination (EL 705) and a one-term Senior Essay or a two-term Honors Thesis (EL 700 or 760). Normally all seniors register for one unit of EL 700 or 760 in the Fall Term and take the General Examination (EL 705) in the Winter Term. Students undertaking two-term Honors Theses programs register for and complete them during Spring Term.

All Senior Essays (one-term writing programs and projects) must be completed no later than the end of the first week of Winter Term. Late essays will receive a grade of no higher than C. No essays will be accepted after the end of Winter Term. All Honors Theses (two-term writing programs and projects) must be completed no later than the end of the second week of classes after Spring Recess. Late theses will receive a grade no higher than C and will have no oral examination or outside reader. No Honors Theses will be accepted after May 1. No one is permitted to register for the second term in an Honors Thesis program unless he or she has accomplished and submitted a substantial amount of work during Fall Term.

See also Division of Humanities.
See Division of Foreign Languages for listing of courses taught in English.

THE PROGRAM IN ENVIRONMENTAL STUDIES

The interdisciplinary major in Environmental Studies has fields of emphasis in any of the Natural Sciences, Economics and Geography. Middlebury's locale affords a unique opportunity for field work in these areas and the major is designed to take full advantage of this opportunity. It is designed for the student who comes to Middlebury with an interest in such interdisciplinary careers as terrestrial or marine ecology, oceanography, earth science, environmental engineering, physiography, pollution control, wildlife management, urban planning, human ecology or environmental economics.

The curriculum is carefully constructed from the College's offerings in consultation with the individual student. Students majoring in Environmental Studies take an emphasis core of courses in Biology, Chemistry, Economics, Geography, Geology, or Physics plus cognates in science and non-science. The depth in his field of emphasis and the breadth in the cognate courses give the student a foundation and perspective in environment that are appropriate to the liberal arts tradition. The major is designed as preparation for graduate school in most cases. Also, the breadth releases the senior Independent Study from the confines of a departmental major permitting instead the study of a topic that has interdisciplinary aspects and permits occasional interdisciplinary seminars.

Students interested in this program should consult Professor Howard E. Woodin, Coordinator of Environmental Studies, for further information and assignment to appropriate advisers.

Minimum Requirements for a Major in Environmental Studies. An Environmental Studies Major requires a *number of departmental "Major Track"* courses plus *two or three* senior thesis* courses in the elected field of emphasis. *In addition* and more particularly the following conditions apply:

Ecology — (Biology Dept.) (5 upper class Biology + 2 Senior Thesis)
plus: a) 6 semesters of Chemistry, Geology, Mathematics or Physics
b) 5 semesters of pertinent non-science including Geography
**c) A passing knowledge of a modern foreign language

Environmental Chemistry (Chemistry Dept.) (5 upperclass Chemistry + 2 Senior Thesis)
plus: a) 6 semesters of Biology, Mathematics or Physics
b) 4 semesters of Geography, Geology or permission courses

Human Ecology (Geography Dept.) (5 upperclass Geography + 3 Senior Thesis)
plus: a) Biology 110 (or equivalent), 310, 311
b) 2 Geology courses plus 3 elective sciences
**c) Working knowledge of modern foreign language

Environmental Geology (Geology Dept.) (5 Geology + 3 Senior Thesis)
plus: a) 6 semesters of Biology, Chemistry, Mathematics or Physics
b) 5 semesters of other pertinent non-science courses including Geography

Environmental Physics (Physics Dept.) (3 upperclass Physics + 3 Senior Thesis)
plus: a) Mathematics 112, 113, 201 and Physics 109, 110, 332
b) 4 semesters of Biology, Chemistry, or Geology
c) 4 semesters in pertinent non-science including Geography

Environmental Economics (Economics Dept.) (5 upperclass Economics + 2 Senior Thesis)
plus: a) 5 semesters of Biology, Chemistry, Physics or Geology
b) 6 semesters of pertinent cognate courses from Mathematics, Political Science, Sociology or Geography

*Student doing practice teaching under the Teacher Education program may, with permission, take only two units of Senior Thesis.
**Usually similar to Middlebury entrance requirements.

FRENCH

Our first objective is to encourage and develop an active command of French among our students. With this in mind, the majority of entering Freshmen are placed in one of our three language course levels. Next they learn to analyze French poetry, theater or prose, according to choice. Later, advanced courses in literature can be combined with advanced writing and the study of contemporary France.

We encourage our majors to explore other languages and literatures. French can also be combined with art, music, philosophy, history, political science, sociology and the sciences.

For non-majors and majors we offer the possibility to extend language experience in several directions. They can develop their personal expression in creative writing. Taking part in the production of a live play offers a challenge to their spoken French. In our Cinema course they can study French Directors as mirrors of a society and creators of a contemporary art form.

Students interested in studying in Paris with the Middlebury Junior Year program should contact the department chairman prior to registration for their sophomore year.

Required for the major: FR 205-206 or the equivalent; any two courses from 207, 208, and 209 or the equivalent; four courses at the 300 level or above. Total of not fewer than 10 courses, not more than 14. Courses taken in France will normally be at the 300 level.

Students interested in doing independent work (FR 500, 700) should obtain approval of their project prior to registration for the semester in which the work is to be undertaken.

FR 101 Beginning French Fall
An active introduction to listening, speaking, reading and writing. Three class meetings, two drill sections and laboratory. Mr. Barenbaum and Staff

FR 102 Beginning French Spring
Continuation of FR 101, dealing with more complex French. (FR 101.)
Mr. Barenbaum and Staff

FR 201 Intermediate French Fall, Spring
An active and comprehensive review of language skills, with emphasis on the sound system and syntactical problems. Designed for students whose background in French is limited or shaky. Staff

PREREQUISITES TO THE MAJOR

FR 205 Liberated Expression Fall, Spring
A course designed to increase and perfect the ability to express oneself in spoken and written French. Emphasis on precision, variety and vocabulary acquisition. Sections limited to 15 students. Mr. Knox and Staff

FR 206 Liberated Expression Fall, Spring
Continuation of FR 205, with emphasis on social use of the language, via analysis and discussion of themes and issues in contemporary French society as reflected in newspaper articles and recorded documents. (FR 205 or by permission.) Mr. Barenbaum and Staff

Each of the following three courses, of which the French major must have taken at least two, is a survey of some of the major figures and trends in French poetry, theater or prose, designed to acquaint the student with the history of the genre, the technical problems involved, and the use of French critical terminology in the study of literature. Staff

FR 207 Introduction to French Poetry Fall, Spring

FR 208 Introduction to French Theater Fall, Spring

FR 209 Introduction to French Prose Fall, Spring

LANGUAGE, LITERATURE, CIVILIZATION

FR 215 Introduction to the Problems of Writing in French Spring
This course will investigate (through intensive practice) various modes of written expression in French. It will start with a short seminar in comparative grammar and move on to practical exercises of composition with increasing emphasis on analytical essays. The last part of the course will consist of exercises in "pastiche," and interested students will be allowed to do some creative writing. Illustrative and/or model texts will be short. (Permission.) Staff

FR 222 Introduction to France Today Spring
Newspapers, magazines, texts and films will present in a variety of facets the image of a changing country. (FR 206 or special permission.) Recommended to sophomores who plan to spend their Junior Year in France. Mr. Barenbaum

FR 304 Advanced Writing Fall
Translating, stylistics, creating. Staff

[FR 305 Advanced Language Practice]

[FR 306 The Art of Translation]

[FR 307 Literature of the Middle Ages]

FR 309 Literature of the French Renaissance Spring
Selected readings of various Renaissance poets. Ms. Maguire

FR 310 Moralistes et philosophes: Literature and Society in the *Ancien Régime* Spring
A study of works by authors from Corneille to Rousseau, aimed not only at analyzing recurrent themes and techniques (literature) but also who wrote about what and for whom (society). Mr. Knox

[FR 312 The French Novel from Lafayette to Laclos]

FR 314 Eighteenth Century Prose: Diderot Fall
Ms. Hayward

FR 315 Nineteenth Century Novel: Realism and Naturalism Fall
Ms. Maguire

[FR 316 Nineteenth Century Poetry]

[FR 317 Modern French Theater]

FR 318 Modern French Poetry Spring
Staff

[FR 319 The Modern Novel Between the Wars]

FR 320 Contemporary Fiction in France Spring
Readings in such writers as Butor, Robbe-Grillet, Claude Simon, Sollers, Duras, with emphasis placed on the notion of *écriture*. If possible we shall also view some recent films illustrating comparable experiments in cinematic narration. Offered in English. Staff

[FR 321 French Classical Theater: Toward a definition of French Classicism]

[FR 325 Romanticism]

FR 329 Modernism in France Fall
Selected readings from various writers of the first half of the twentieth century (Apollinaire, Valéry, Proust, Cocteau, Eluard, Breton, Colette) in order to arrive at an understanding of modernism. Students will end the course by reading Sartre's *La Nausée* and studying its critique of modernist notions. Staff

[FR 331 Images of Women from Corneille to Laclos]

FR 350 French Cinema Spring
Studies in the development of French cinema, with emphasis placed on leading directors, as well as on the language of film criticism and analysis. In addition to viewing films, students will do reading in the history and theory of film. There will be a section in French and a section in English. Ms. Hayward

[FR 370 Stylistics]

[FR 375 Introduction to the Languages of Criticism in France]

FR 413 Senior Seminar: Modern France Fall
A study of the political, economic, social and cultural spheres and their place in daily life. Special emphasis on isolating terms and themes essential to a knowledge of modern France: how to define and situate them, their connotations, and, where possible, their American "equivalents." Mr. Knox

FR 442 Workshop in French Theater Spring
Group study of a play in French, concentration on the play itself, the problems of production, and the presentation of the play to various audiences (high school, other colleges, Middlebury). Students will participate as actors and technicians and will have an active "teaching" role to play as they explain the play and the production to their audiences.
Mr. Barenbaum

FR 500 Independent Projects
Qualified students may be permitted to undertake a special project in reading and research under the direction of a member of the department. Approval of the project should be obtained prior to registration for the semester in which the work is to be done. Staff

FR 700 Senior Research

For Senior majors who are candidates for Departmental Honors. Students should seek out an adviser and submit a proposal to the department prior to registration for the semester in which the work is to be undertaken. Staff

See also Division of Foreign Languages.

GEOGRAPHY

The essence of geographical analysis is the relationship between human behavior and environment whether natural or man-made. The pursuit of this interest spans micro-, urban, regional and world scales of analysis as geographers attempt to explain, evaluate or predict the location and spatial organization of human activities. The purpose of the program is to acquaint students with the means by which geographic problems are defined and solved in preparation for effective involvement in the world community, as citizens, and scholars.

The faculty in geography at Middlebury is particularly interested in the following areas of study:

1) The Human Ecology of Natural Habitats
   Emphasizing the perception, use and management of natural environs and resources with special concern for world food, energy, material, and recreational resources.
2) Urban Systems in an Urban World
   Consideration of the role of cities in an increasingly urban world in the social, economic and political processes of society, stressing the spatial dimensions of urbanization, urban systems development and the internal form of cities. Emphasis upon central-place development, urban human ecology, residential systems, urban poverty, spatial externalities, and the spatial politics of urban resource allocation.
3) Regional Systems
   Concern for geographic "regions" as socio-economic systems. Scales of analysis include the sub-national, national and inter-national. Emphasis given the spatial processes of modernization and social change, the rapidly changing structure of spatial interactions among the world's national economies, and the geographic tension between growth poles and developing peripheries within the spatial order of nations.
4) Philosophy and Methodology of Geography
   Stressing the evolution of geographic paradigms, and analytic methods, in the discipline's development of its theoretical foundations. Evaluation of the standards of inquiry and logic within geography. Development of new means for the representation and analysis of geographic information: cartography, remote sensing, statistical analysis, and mathematical modeling.

The *majors' curriculum* for students entering the program as freshmen or sophomores in 1976-77, requires the completion of the four courses in the common core sequence (GG 101, 102, 201, 202). Thereafter, students must elect either the *Human Geographical Analysis* (GG 210, 211, 310, 311) or the *Environmental Systems Analysis* concentration (GL 252, GG 220, 320, 321). If the Human Geographical Analysis concentration is elected, students must also take physical geography (GG 220). If the concentration in Environmental Systems Analysis is elected, then students must also take economic geography (GG 210). In addition, all students must elect at least one other course offered by the Department. Among the offerings which may be elected are those in urban an environmental analysis (planning), other systematic courses as offered, and the various regional offerings. The regional courses stressing major world regions will be offered infrequently during the fall, winter and spring terms. In all, a minimum of ten courses excluding cognates are required for the regular, non-honors major in geography. Students who will be seniors in 1976-77 or 1977-78 may elect to satisfy either the old curriculum (see revised *Registration Catalogue* 1975-76), or this new one. However, the rules relating to senior research are effective immediately. The Department also participates in the interdisciplinary Environmental Studies major through the Human Ecology Option (consult catalogue).

Cognate course requirements for the majors' program in geography are indicated for each of the two concentration areas offered. Students electing the Human Geographical Analysis

concentration will be required to elect, in consultation with their advisers, two non-introductory courses offered by the Departments of Economics, History, Sociology, Psychology, or Political Science. Students electing the Environmental Systems Analysis concentration will be required to elect, as advised, two non-introductory courses offered in the Division of Natural Sciences. In exceptional circumstances students may petition the Department to alter these cognate requirements. All students in both concentrations will also be required to fulfill a "skills requirement" by taking one course in statistical, mathematical, or computer methods offered at the College. Students may petition the Department to substitute language study through the second semester level of proficiency for the quantitative work when it is critical to the pursuit of their geographic interests.

Students having at least a B (3.0) average in all geography courses completed by the end of their junior year are eligible to write senior theses and thereby earn *departmental honors.* The level of honors awarded will depend upon the thesis grade: "Honors" (B+), "High Honors" (A−), and "Highest Honors" (A or A+). During the fall semester, senior year, candidates will enroll in a GG 500 course and do preliminary research directed by a member of the faculty. During the winter and spring terms candidates will enroll in GG 700 to complete and present their theses to the faculty during departmental seminars. The thesis will receive two course credits (winter and spring terms). Preliminary research during the fall semester will be graded independently. Students not able to qualify for honors work after their junior year are eligible to enroll in a GG 500 course first semester senior year to do research. Such students may thereafter petition the faculty to write senior theses.

INTRODUCTORY COURSES

GG 101 Nature and Society: The Geography of Earth Systems Fall

An introduction to the interaction between human societies and bio-physical environments. The first part of the course will examine the distribution and processes of the world's natural systems (landforms, rocks, minerals, climate, soils, water, vegetation, and fauna) as a background for the evolution of cultural patterns. Attention in the second part will focus on the human quest for food, shelter, energy, mobility, material goods, and security in the dynamic arena of Asia, Africa, and Central and South America. Geographic tools and skills will be used to analyze the "where" and "why" of human activities. Mr. Illick

GG 102 World Habitats: The Geography of Humankind Spring

An examination of the patterns and processes of human settlement and use of the earth's surface emphasizing the more developed regions of the world (North America, Europe, and Russia). Principles of geographic analysis will be introduced as underlying regularities in the forms of cities, regions and nations are discussed. Associated social, economic, and political phenomena will be studied. Lecture and lab/discussion weekly. (GG 101.) Mr. Clark

GG 201 Geographic Problem-solving: Modes of Analysis Fall

Several substantive areas of the discipline of geography will be chosen to demonstrate how geographic problems are defined and solved. Topics to be covered include: scientific method, field techniques, types of data, statistical and mathematical methods, computer skills. (GG 101, 102 or permission.) Mr. Clark

GG 202 Cartography and Remote Sensing Spring

An introduction to the history, compilation, design and construction of projections and maps. Training will be provided in the techniques of preparing maps from field surveys, air photographs, and statistics. Particular attention will be given to the interpretation of images produced by radar, sonar, infrared, and other sensors. Field sketches, overlay maps, three-dimensional diagrams, and models will be produced. 3 hrs. lect., lab. (GG 101, 102, or permission.) Mr. Illick

CONCENTRATIONS

Majors will elect to complete either of the two concentrations in geography indicated below. Non-majors may elect any courses offered when prerequisite requirements are satisfied.

Concentration One: Human Geographical Analysis

GG 210 Space, Environment, and Economy: The Geography of Economic Systems Spring

An examination of the character, evolution and distribution of economic activity stressing the determinants of locational behavior associated with agricultural, commercial and industrial activities. Regional economies from both the more and less developed worlds will be selected for spatial analysis. (GG 101, 102 or permission.) Mr. Clark

GG 211 Geographic Perspectives on Urban Systems Fall

The evolution, structure and function of city systems in selected regional settings will be discussed. Factors influencing urban location and internal spatial organization will be identified, and the dynamics of these structures examined. The adequacy of urban environments will be evaluated in relation to various social, psychological and political criteria. Topics in transportation, housing, public finance, employment and population will be presented for consideration. (GG 101, 102, or permission.) Mr. Clark

GG 310 Political Ecology: Space, Environment, and Political Behavior Fall

Principles, patterns, and processes of political organization, systems and development at the world, national, and local scales. (GG 101, 102 or permission.) Mr. Brainerd

GG 311 Urbanization and Social Change: The Geography of Modernization Spring

Examines the evolution and structure of nations undergoing modernization, the social and environmental problems attending massive change, and various strategies for development. Throughout, the dynamic relation between city and countryside will be stressed. (GG 101, 102 or permission.) Mr. Brainerd

Concentration Two: Environmental Systems Analysis

GG 220 Environment of Man: Dynamics of the Earth's Surface Fall

A systematic examination of the elements and processes of environmental systems. Landforms, rocks, minerals, climates, soils, vegetation, fauna, and water resources will be studied by means of case studies, maps, photo-interpretation, and field trips. Particular attention will be given to synthesizing the elements of the natural world as they bear on population/land balances and the allocation of resources for human life. 3 hrs. lect., 3 hrs. lab. (GG 101, 102 or permission.) Mr. Illick

GL 252 Geomorphology and Glacial Geology Fall

An investigation of landforms and surficial deposits in terms of processes (weathering, mass wasting, erosion, transportation, and deposition) and geologic agents (running water, glacial ice, shore-zone currents, wind, and humans). Field and laboratory work will be directed to a study of the glacial and post-glacial history of west-central Vermont. 3 hrs. lect., 4 hrs. lab. (GG 101, 102, or permission.) Listed jointly with Geology as GL 252. Mr. Baldwin

GG 320 Meteorology and Physical Climatology Spring

Weather and climate will be examined individually and as they interact, stressing the exchanges of moisture and heat between earth and atmosphere. The inadvertent role of humans in altering climate will be discussed, and the implications of climatic conditions and change for world agriculture will be explored. (GG 101, 102 or permission.) Staff

GG 321 Biogeography Fall

An examination of the different patterns of distribution among plants and animals and their changing relationships with each other and with their habitats both in time and space. Special attention will be devoted to the systems by which energy and chemical elements are transferred between living organisms and their marine, soil, and atmospheric environments. (GG 101, 102 or permission.) Staff

REGIONAL STUDIES

As many as two courses will be offered annually during the Fall or Spring Terms which will examine selected issues relating to the various major world regions. Normally one of these would

concern one of the more developed world regions (Anglo-America, Europe, Soviet Union), and one, a less developed world region (Africa, Middle East, Asia, Latin America). Additional regional offerings may be made during the Winter Term and will be announced elsewhere. The regional focus will shift in successive years.

GG 330 The Developing World: South and East Asia Spring
An examination of South and East Asia stressing environmental capacities, population patterns and development potentials. Mr. Illick

GG 340 The More Developed World: The Soviet Union (U.S.S.R.) Fall
An analysis of economic and social development in the Soviet Union from a spatial perspective. Mr. Brainerd

GENERAL ELECTIVES

GG 401 Population, Food, and Energy Spring
The evolution of human population numbers will be studied in micro- and macro-regional contexts. The impact of population pressure on space, food, and energy needs will be assessed, with attention given to technological development and social values. (GG 101, 102, or permission.) Staff

GG 412 Urban and Environmental Analysis: Applied Geography Spring
An examination of urban, regional, and national planning contexts and problems emphasizing patterns of settlement and land use. Methods of population, employment and land-use analysis will be discussed. 3 hrs. lect., 3 hrs. lab. (GG 101, 102.) Staff

GG 500 Readings and Research in Spatial Analysis and Human Ecology Fall, Spring
A course arranged primarily to serve the research needs of geography majors. Staff

GG 700 Senior Research Fall, Winter, Spring
Staff

GEOLOGY

With the Green Mountains to the east, the Adirondacks and Lake Champlain to the west, the environs of Middlebury College afford an excellent setting for study and research in geological, oceanographic, and environmental science. The curriculum takes advantage of this setting by stressing field-oriented and laboratory supported inquiry of problems in all facets of earth science. Since Vermont is a classic area for study of mountain system evolution the program relates geologic process to the origin and evolution of global tectonic patterns integrating data from the world's oceans and continental areas.

Planetary Geology (GL 192), Elements of Oceanography (GL 161), Environmental Geology (GL 152), and Global Tectonics (GL 172) introduce students to active research areas in geological science and are vehicles for acquiring the basic understanding of processes which have shaped the earth. Students can enter the program in geological science through any one of these courses. They may then concentrate in these or other areas depending on where their interests develop. Work at the intermediate level takes the form of more advanced courses (200 and 300 series) and less formal seminars (400 series) designed to encourage independent study of specific topics. Interdisciplinary concentration is encouraged and advanced work in related sciences may be counted toward the 12-course minimum for the major. Work in the geological sciences culminates in a senior thesis that consists of an original contribution based on field and/or laboratory investigations by the student.

There is a great deal of flexibility in programs possible in earth science and students contemplating concentration in geological science must consult with faculty to plan any of many possible programs. Combination of work in earth science with other fields is recommended and normally students planning to major in Geology will take courses in appropriate cognate sciences.

GL 152 Environmental Geology Spring

Analysis of examples that show geologic constraints on man's activities. Emphasis is on ground water, rivers, the shore zone, the San Andreas fault, and fossil fuels. Laboratory: indoor 5-week map project; 5-week field study of a local environmental problem. Three hours lect., four hours lab. Mr. Baldwin

GL 161 Elements of Oceanography Fall

Oceanographic exploration introduced through study of ocean basins and continental margins. The multidisciplinary nature of oceanography is emphasized by using principles of marine geology, geophysics, geochemistry, and biology to resolve contemporary problems. Techniques of data collection are taught aboard the College's research craft, as part of continuing research on the evolution of Lake Champlain. Three hours lect., four hours lab. Mr. Davies

GL 172 Global Tectonics Fall

Sea-floor spreading and continental drift, origin and evolution of mountain systems, and concepts of plate tectonics viewed in light of recent advances in the geology and geophysics of ocean basins and continents. Laboratory: regional tectonic synthesis, field problems in Vermont geology. Three hours lect., four hours lab. Staff

GL 192 Planetary Geology Spring

The planets and their moons will be examined from a geologic reference frame. Topics include photo interpretation of planetary surface features, internal structure and composition of planetary bodies, acquisition and interpretation of remote sensing data, and geochemistry and origin of the lunar samples. The laboratory will stress the application of geologic principles and techniques in interpreting planetary data and will include local geologic field trips and an introduction to the polarizing microscope. Three hours lect., four hours lab. Mr. Clague

GL 252 Geomorphology and Glacial Geology Fall

An investigation of landforms and surficial deposits in terms of processes (weathering, mass wasting, erosion, transportation and deposition) and geologic agents (running water, glacial ice, shore-zone currents, wind, and man). Field and laboratory work will be directed to a reconnaissance of the glacial and post-glacial history of west-central Vermont. Three hours lect., four hours lab. Mr. Baldwin

GL 342 Marine Geology Spring

The oceans cover over 70% of the Earth's surface, but only in the last few decades has extensive investigation of the geology of the Earth beneath the Sea been possible. This course will present the results of these continuing investigations. Although the whole field of marine geology will be reviewed, the emphasis will be on marine sediments and sedimentary processes, and the historical geology of the oceans. Laboratory: Synthesis of geological and geophysical data concerning a selected region of the ocean, with special emphasis on the results of the Deep Sea Drilling Project. 3 hours lect., 4 hours lab. Mr. Davies

GL 362 Sedimentation and Stratigraphy Spring

Relation of the sedimentary record to tectonic evolution. Study of fossils, textures, mineralogy, and primary structures to determine environments of deposition and identify depositional systems. Correlation to integrate a regional paleogeography. Use of the geologic time scale to establish timing and rates of crustal changes. Laboratory: invertebrate fossils; hand specimen and thin section study of sedimentary rock suites; field study of supratidal and deep-water assemblages. Three hours lect., four hours lab. Mr. Baldwin

GL 381 Structural Geology Fall

The behavior of earth materials in a dynamic earth. Geometric, kinematic and dynamic analysis of deformational structure. Regional tectonic setting of earth structures. Laboratory: detailed mapping and interpretation of complex structures in Vermont geology; quantitative analysis and interpretation of deformation as shown on maps and aerial photographs; stereographic analysis of complex fabrics from varied local field areas. Three hours lect., four hours lab. Staff

GL 392 Petrology Spring

An inquiry into the origins, tectonic settings, and evolutions of magmas, utilizing field data, mineralogy, phase equilibria, and geochemistry of the igneous rocks. Laboratory will include field studies in Vermont and adjacent New York as well as extensive thin section studies of rock suites chosen to illustrate the varied petrogeneses of igneous rocks. Three hours lect., six hours lab. Mr. Clague

GL 481 Geophysics Spring

An introduction to the principles and methods of geophysics with emphasis on techniques and geological implications of seismology, earth magnetism, gravity and heat flow, and geochronological studies. Laboratory: Geophysical investigation of field problems and integration of geophysical and geologic data. (PH 109, 110.) Mr. Davies

GL 491 Metamorphism and Metamorphic Rocks Spring

An analysis of metamorphism based upon the mineralogy, mineral assemblages, and textures of metamorphic rocks. Discussions will characterize the progressive metamorphism of pelites and of mafic igneous rocks, and will focus chiefly on the description and interpretation of the textures and mineralogy of the metamorphic rocks of New England and of the metamorphic rocks of contrasting metamorphic terrains. Staff

GL 492 Advanced Petrology Fall

A seminar series devoted to various topics concerning the comparison and origins of oceanic and continental occurrences of igneous rocks. (GL 392 or permission.) Mr. Clague

GL 550 Readings and Research Fall, Spring

Individual or group independent study, laboratory or field research projects, readings and discussion on timely topics in earth and environmental science. Staff

GL 750 Senior Research

A three unit senior program dedicated to original research in geological science resulting in a written thesis which must be orally defended. Staff

See also Division of Natural Sciences.

GERMAN

Departmental students are normally expected to take eight courses in German Literature. Since all higher-level courses are conducted in German, completion of German 202 or its equivalent is prerequisite for acceptance into the Department. The Department reserves the right to administer a placement test in order to determine the course with which a student should begin study of German at Middlebury. No credit is given for Advanced Placement. The Department expects that all majors will have had at least one semester in a German-speaking country by the time they graduate. Junior majors will normally spend the second semester at the Johannes Gutenberg-Universität in Mainz. There is no comprehensive examination in the senior year.

GN 101 Elementary German Fall

The course consists of three lectures, three drills and laboratory. The lectures predrill the student, i.e. students are guided through the exercises they are to prepare for the following day's drill. *Drills:* drilling is done in groups of about ten students. Since they have been through the exercises in lecture, students are expected to display absolute and automatic control of drill assignments. Staff

GN 102 Elementary German Spring

Course-format as GN 101. Upon completion of German grammar, reading materials will be introduced. GN 102 begins with Winter Term and runs concurrently with it, although on a reduced schedule. (GN 101 or equivalent.) Staff

GN 201 Intermediate German Fall

The course meets three hours a week in sections of about ten students. It begins with comprehensive grammar review; this is followed by a phase in which literary texts are used as a

basis for further language instruction and for the acceleration of reading speed. In the final phase, progress in the language is supplemented by textual interpretation. (GN 102 or equivalent.) Staff

GN 202 Advanced German Spring
Course-format as GN 201. Modern German texts will be read and interpreted, and the students will be introduced to the methods of literary analysis. The course will further increase the students' fluency in spoken German and their facility in reading. Staff

(Prerequisite for all 300-level courses and higher is GN 202 or the equivalent.)

GN 301 Modern German Literature; The Short Narrative: Brecht and Kafka Spring
The course will discuss masterpieces of short prose fiction, — varying in length from one paragraph to the "long short story." While primary focus will be on works by Brecht and Kafka, other 20th century German authors (Grass, Lenz, Böll) will also be included.
Ms. Summerfield

[GN 302 Twentieth Century Literature]

[GN 303 Stylistics]

[GN 305 The German Novelle I]

GN 306 The German Novelle II Fall
This course will follow one genre, the Novelle, as it evolves through a century and a half of German writing. The aim of the course is to acquaint the student with the development of a form through several literary periods and with the companion critical concepts which serve it. Readings will range from Goethe to Kafka. Mr. Vail

[GN 307 The German Novelle III]

GN 310 German Lyric Poetry Fall
An introduction to the history and interpretation of German Poetry. The first half of the course examines the poetic treatment of such grand preoccupations as Love, Hope, Death and Disease by juxtaposing poems drawn from the Baroque to the present. The last half of the course deals with modern movements and trends such as Dada, Expressionism, *Konkrete Lyrik* and Stochastic Poetry. A short critical essay will be read each week. Several short exercises and one major paper. (Prerequisite: a 300- or 400-level literature course in German.) Mr. Sparks

GN 401 The Emergence of German as a Literary Language Spring
From late Baroque up to and including *Sturm und Drang*. In addition to dealing with selected literary works (including *Simplizissimus, Minna von Barnhelm* and *Die Soldaten)* as objects interesting in themselves, the course will study these works as a background for the age of Goethe and Schiller. Contrasting material from other writers of the era (e.g. Gottsched) will build a mosaic of aspects of Enlightenment. Mr. Huber

[GN 402 The Establishment of German as a Literary Language]

[GN 406 Romanticism]

[GN 407 Romanticism]

[GN 410 Seminar: German Drama]

GN 415 Goethe's Novels Spring
Goethe's three greatest novels: *Die Leiden des jungen Werthers, Wilhelm Meister* and *Die Wahlverwandtschaften* will be interpreted and structurally analyzed. Written at different periods in the author's life and based upon very different premises these works provide a varied view of the approaches to the novel in general. The major point of emphasis will be on *Wilhelm Meister* and the emergence of the "Bildungsroman." Mr. Vail

GN 420 Great Swiss Authors Fall
The Swiss have added a unique and colorful dimension to literature written in the German language. Works from several centuries and various genres, in conjunction with

investigations into the history, geography, and culture of Switzerland, will serve as a basis to help define the Swiss literary contribution. Major authors will include the educator and writer Pestalozzi, 19th century authors Gottfried Keller, Jeremias Gotthelf, and C. F. Meyer, and, in the 20th century, Max Frisch and Friedrich Dürrenmatt. Ms. Summerfield

GN 422 Insiders and Outsiders — Literature and Culture of the Weimar Years Fall

Beginning with Fallada's *Kleiner Mann, was nun?* the course will attempt to sketch an outline of the social political and literary scene in Germany between 1919 and 1933. Other literary texts will include: Döblin's *Berlin Alexanderplatz,* Toller's *Hinkemann* and selected poems by Benn, Becher, Weinert *at al.* In addition, non-literary documents will be read and discussed to provide a more precise background. Films such as *Menschen in Deutschland* (1932) will be used as well. Mr. Huber

GN 500 Independent Study

See also Division of Foreign Languages.

HISTORY

The History major combines an introduction to several areas of historical knowledge with intensive training and practical work in historical research. Majors must take at least one semester lecture course in early history, choosing from the following: HI 103, 205, 207, 313, 325, 326, 327, 328 and must take at least three semester courses outside their main field of concentration (the fields are defined as Europe, America, and Non-Western). One course may count towards the fulfillment of both these requirements. Each major must also take a Research Seminar (HI 401-419 or, when a research seminar is not offered in a particular field, HI 500) and a Readings course (HI 420-30) by the end of junior year. Senior majors, having chosen a topic the previous spring, must write a two-semester thesis (see below under HI 700). With departmental permission, certain cognate courses (normally not exceeding two) may be counted for credit toward a major in History. In addition, PA 231, Philosophy of History, counts for credit toward the History major.

Required for all History majors: At least ten courses (winter term senior independent work may be counted), including a Research Seminar, a Readings course, and a senior thesis. Students interested in combining a History major with the Teacher Education Program should ensure through consultation with both the Program and the Department that they will have no conflicts in their schedules.

HI 101 Roman History: The Republic Fall

HI 102 Roman History: The Empire Spring

These courses will be conducted as seminars with occasional lectures by the instructor. Readings will be available in English with the text of the original languages on facing pages whenever possible. The courses will focus on limited time periods rather than serve as a general survey. Students are encouraged to study Latin and Greek to appreciate the shortcomings of translations and to sharpen their critical acumen in the evaluation of historical documents. Latin 301 and 302 are designed to be coordinated with the readings in Roman History. Either HI 101 or 102 may be elected without the other course. Miss Heibges

HI 103 Crises in European History Fall

An examination of three critical periods of early modern European history in which the established order found itself under attack: the German Reformation, the English Civil War, and the French Enlightenment. (One section of this course, limited to 15 students, will serve to fulfill the Freshman Writing Requirement.) (Primarily for freshmen and sophomores; juniors and seniors admitted by permission only.) Mr. Tillinghast and Staff

HI 104 Modern Revolutions Spring

A comparative study of revolutions, radical mass movements, and revolutionaries in modern history. The course explores the problems of trying to conceptualize revolution and,

through a study of the great revolutions of modern times, points toward the possibility of establishing some comprehensive generalizations about revolution. (Primarily for freshmen and sophomores; others admitted by permission only.) Miss Lamberti and Staff

HI 203 United States History, 1492-1865 Fall

A survey of American history from Old World origins to the end of the Civil War. The coverage will be thematic and topical, with emphasis upon selected political, social, and intellectual developments. Mr. Catton and Staff

HI 204 United States History, 1865-1975 Spring

A survey of American history from the Civil War to the present, with special attention to the impact of industrialism upon social, political, and intellectual activity. A continuation of HI 203, but an independent course; there are no prerequisites. Not open to students who took HI 203 in 1974 or earlier. Mr. Catton and Staff

HI 205 Early African History Fall

A survey of the development and interaction of African societies from their prehistoric origins to the beginning of the modern colonial period in the mid-19th century. Mr. Spencer

HI 206 Modern African History Spring

A survey of sub-Saharan economic, political, and social history from the mid-19th century to the present. The course will focus on the colonial situation and African reactions to it, with secondary emphasis on the origins and structure of the current tensions in Southern Africa. Mr. Spencer

HI 207 Imperial China Fall

The course will concentrate on the development of Chinese institutions and Chinese thought in the years before the impact of the West. Readings will be in a wide range of primary and secondary sources, including literature as well as more historical materials. Staff

HI 208 Modern Chinese History Spring

Starting with the disruption of the Chinese world view by the western invasions, the course will concentrate on the collapse of the empire, and the many-faceted revolution which has been the primary feature of the 20th century. Staff

HI 209 The History of Japan Fall

An examination of certain facets of Japanese history, the course will concentrate particularly on those aspects of Japan's past which have made possible her rise in the modern world. Roughly half the course will deal with the years since the Meiji Restoration, the growth and collapse of the Japanese empire, and Japan's recovery since 1945. Staff

HI 210 Modern Middle East History Spring

An introduction to the history of the Middle East with particular emphasis on the evolution of today's explosive situation there. Mr. Spencer

HI 302 Economic History of the United States Spring

An analysis of American economic development from the seventeenth century to the present, with frequent attention to European influences and emphasis upon the interaction between economic activity and social, political, and intellectual history. Mr. Catton

HI 305 Twentieth Century America (1900-1940) Fall

A study of the political and social history of the United States during the early 20th century, concentrating on the Progressive Era, the First World War, the 1920's, the Great Depression and the New Deal. Mr. Jacobs

HI 306 Twentieth Century America (1938-1970) Spring

A study of the political and social history of the United States during the mid-20th century, concentrating on the road to World War II, the War, the Cold War, and post-war America from Truman's Fair Deal to the New Frontier, the Great Society, and the end of an era of progressivism. Mr. Jacobs

[HI 307 Black History] To be given in 1977-78.

HI 313 Russian History from the 9th Century to 1796 Fall

An introduction to Russian culture and political traditions, from Kievan Rus through Catherine the Great. The approach is topical, focusing on the interaction of pagan and Christian culture, the foundations of nation, state, and empire, and the problem of European and Asiatic influences. Mr. Brainerd

HI 314 Russian History, 1796-1974 Spring

The social and intellectual history of Russia in the modern period. Readings stress the experiences and ideas of Russians under the autocracy and serfdom, in revolution and war, under Stalin and in the era of "detente." Mr. Brainerd

HI 315 History of Modern Europe (1815-1890) Fall

An analysis of political institutions, social and economic changes, religious and intellectual developments, and international relations. Students are encouraged to concentrate in a special area or country. Lectures are interpretive. Reading assignments include the finest interpretive studies on European history. Miss Lamberti

HI 316 History of Modern Europe (1890-1950) Spring

Continues the approach of HI 315. Special attention to the rise and nature of modern totalitarianism. Miss Lamberti

HI 318 English History as a Background for English Literature Spring

From the Elizabethan period to the First World War. Stress will be on intellectual and social history, the development of forms of society, and of ways of looking at it, that made it useful for authors to treat literary themes at particular times in particular ways. Mr. Tillinghast

[HI 325 The Civilization of the Dark Ages] Offered in 1977-78.

[HI 326 The Medieval Outlook, 1050-1300] Offered in 1977-78.

HI 327 Europe in the Renaissance Fall

The course will include the period from roughly 1300 to 1580. There will be no coverage of the Reformation and its antecedents; these will be handled in HI 328. The major focus will be on the background of the cultural events of the period. Mr. Tillinghast

HI 328 The Reformation Spring

An attempt to tie religious currents in the late Middle Ages to the teachings of the earlier Reformers. The stress will be on the relationship between developing religious needs and the prevailing currents in thought and society. Mr. Tillinghast

HI 401-19 Research Seminars

The purpose of the research seminar is to introduce the student to methods of research and historical writing. During the first few weeks the student reads in the area of the course and is introduced to bibliographical and methodological problems. During the rest of the course the student writes a long paper on a subject of his choosing in consultation with the instructor. The research seminar is required of majors in their junior year and is open to others by permission. The Department may permit a student to write an equivalent research paper in a field not covered by the research seminars, in order to fulfill this requirement; in this case he should register for HI 500. The only research seminar in American history is HI 402.

HI 402 Writing and Research in American History Spring

The course, taught by the American history staff, emphasizes methodology and historiography, and students will be able to select research topics, in consultation with the staff, from the broad range of the American past. All students will write and submit a research paper based on primary source material. No 500 projects in American History will fulfill the research seminar requirement. Mr. Catton and Mr. Jacobs

HI 413 Writing and Research, Imperialism Spring

"Imperialism" is one of the most important words in our modern historical vocabulary. The course will begin with a brief discussion of the history of the concept, after

which students will write a research paper on a topic of their choice taken from any of the various periods of western "imperialism." Mr. Spencer

HI 414 European Revolutionary Traditions, 1798-1917 Fall

Basic readings will aim at defining the principle revolutionary traditions of Europe (e.g., liberal, nationalist, socialist) between the French and Russian revolutions, and attempt to identify the factors of political, socioeconomic, and intellectual change affecting them. Student research projects will analyze specific revolutionary thinkers, movements, or parties, in relation to their own and other traditions, and to the historical circumstances. Mr. Brainerd

HI 420-30 Readings Courses

Unlike the courses below the 400 level, which are primarily lecture courses, the readings courses are smaller group discussions of particular periods or topics. They are open to all students, although in cases of overcrowding, history majors will be given priority. (Required of history majors prior to completion of junior year. Note that normally HI 500 cannot be used to fulfill the readings course requirement in American History.)

HI 420 American Historical Writing Fall

An examination of the changing interpretations of American history, from George Bancroft and the nineteenth century Romantic Historians to the "Consensus" and "New Left" writers of the 1950's and 1960's, with particular emphasis upon the Turner-Beard-Parrington group of Progressive historians and a few of the principal mid-twentieth century writers: Hofstadter, Nevins, Potter, Schlesinger. Some of the reading will focus upon changing interpretations of the Revolutionary, Jeffersonian-Jacksonian, Civil War, and Populist-Progressive eras. Weekly discussions. This course will replace all other Readings Seminars in American History.
Mr. Catton and Mr. Jacobs

HI 421 Germany, 1918-1933: the Weimar Republic and the Rise of the Nazi Movement Fall

Through eyewitness accounts, testimony and autobiographies, the seminar will try to reach some vision of what it was like to live in Germany in the 1920's and early 1930's, and what Germans thought and felt about National Socialism at the time. To balance the immediacy and personal nature of this on-the-spot view, assignments in the writings of recent historians enjoying the advantage of hindsight will provide a different angle of view. In this way the seminar will also work toward a broad understanding of the long-run conditions out of which the Nazi Party arose. Miss Lamberti

HI 422 The Age of Nationalism in Africa Fall

A study of the phenomenon of nationalism based on novels and background readings. Mr. Spencer

HI 423 The Stuart Period Spring

A study of the political and constitutional crises of the seventeenth century which led to the execution of a king, England's experiment with republican government, and the restoration of the monarchy. Mr. Tillinghast

HI 424 Communism in China Spring

The course will deal with the application of Marxism and the Russian model to China, the role of war in the formation of revolutionary ideology, and the emergence of a new kind of communist society in China since the war. Readings in writings of the leaders as well as secondary sources. Staff

HI 426 History and Historiography in the Modern Era Spring

The development of history as a discipline is an aspect of modern European intellectual history. Is the writing of history a science or an art? is objectivity about the past possible? is it desirable? Readings in the works of 19th and 20th century historians (including a few Americans) will examine various answers to essential questions and explore the corresponding methodologies. Seminar discussions will aim at a critical interpretation of historical writing.
Mr. Brainerd

HI 500 Special Research Projects (Permission.) Fall, Spring
Staff

HI 700 Senior Independent Study Fall, Winter, Spring
All senior history majors will write a two-semester thesis under an advisor of their choosing. The work should normally be done in the fall and winter or fall and spring terms. Further information on the nature of the thesis is available from the Department. Staff

HI 705 Teaching Assistantship Fall, Spring
Teaching assistance in discussion sections of certain lecture courses. Permission of the course instructor is required.

ITALIAN

See Spanish and Italian Department

MATHEMATICS

The Major includes a core sequence of analysis and modern algebra. In addition each major completes work in several elective fields, choosing from probability and statistics, further analysis, additional courses in algebra, geometry or topology, computer science, or applications of mathematics. Each major chooses his electives with the help of an adviser in order best to fulfill his or her particular mathematical needs.

Advanced placement is offered freshmen whose secondary training indicates they can successfully bypass one or more beginning courses.

Mathematics is frequently elected as a joint or double major with any of several other disciplines in the natural and social sciences. Students wishing to pursue the mathematics major and enroll in the Teacher Training program should consult both a mathematics adviser and the Director of Teacher Training early in their careers.

Required for the major: MA 112, MA 113, MA 200, MA 201, MA 202, MA 302, MA 401, MA 402, three electives within the department and MA 704 during the senior year. Physics 109 and 110 are strongly recommended. With departmental approval certain courses in other departments may serve in lieu of one or two of the required departmental electives.

Because of the wide variety of computer offerings available at other institutions, it is essential that any student wishing to substitute a course from another school for MA 130 seek approval from the Director of Academic Computation before registering for the course.

MA 101 Introduction to Finite Mathematics Fall
Selected topics from areas of finite mathematics; designed for students who have had only three years of secondary school mathematics. Elements of mathematical logic and of the theory of sets; partitions, binomial coefficients; introduction to probability theory, conditional probability; matrices, solution of linear equations. Staff

MA 112 Mathematical Analysis-I Fall, Spring
Introductory analytic geometry and calculus; designed for students with four years of secondary school mathematics. The differential calculus of algebraic functions and applications; the indefinite and definite integral, area under a curve. Staff

MA 113 Mathematical Analysis-II Fall, Spring
A continuation of MA 112; may be elected by freshmen who have had an introduction to analytic geometry and calculus in secondary school. The calculus of the elementary transcendental functions. Applications of integration. Methods of antidifferentiation and elementary differential equations. Polar coordinates. Improper integrals. Sequences and series. (MA 112 or permission.) Staff

MA 130 Introduction to Computers Fall
A first course in programming, covering fundamental concepts and techniques. No previous programming experience is assumed; however, some familiarity with computers is

helpful. By the end of this course students will have had extensive hands-on programming experience and will be able to use the computer as a powerful problem solving tool. (MA 112 or permission.) Mr. Krupp

MA 200 Linear Algebra Fall, Spring

Matrices and systems of linear equations. The vector space R^3 and other real vector spaces. Independence and dimension. Scalar products and orthogonality. Linear transformations and matrix representations. Eigenvalues and similarity. Determinants. The inverse of a matrix and Cramer's Rule. (MA 112 or permission.) Staff

MA 201 Mathematical Analysis-III Spring

The calculus of functions of more than one variable. Introductory vector analysis, analytic geometry of three dimensions, partial differentiation, multiple integration and applications. (MA 113 and MA 200 or permission. MA 200 may be taken simultaneously.) Staff

MA 202 Mathematical Analysis-IV Fall

Sequences and series of constants. Sequences and series of functions, power series, Taylor series. Differential equations, first order methods, linear equations, series solutions, systems of equations. Vector fields, divergence and curl. Line and surface integrals, Green's and Stokes' Theorems. (MA 113 and MA 200 or permission. MA 200 may be taken simultaneously.) Mr. Peterson

[MA 220 Graph Theory and Combinatorics]

MA 231 Data Structures and Programming Spring

Data structures, concepts, and algorithms used in the solution of non-numerical problems. Applications to data management systems and file organization. Students will write Assembly Language programs to illustrate major concepts. (MA 130 or permission.) Mr. Krupp

MA 302 Abstract Algebra-I Spring

Groups; subgroups, Lagrange's theorem, homomorphisms, normal subgroups and quotient groups. Rings and ideals, integral domains and fields. The field of quotients of a domain. The ring of polynomials over a domain. Euclidean domains, principal ideal domains, unique factorization. Factorization in a polynomial ring. Modules and vector spaces over arbitrary fields. (MA 200 or permission.) Mr. Carruth

MA 303 Abstract Algebra-II Fall

The theory of fields. Extension fields, algebraic and transcendental elements. Further topics from abstract algebra chosen from among: finite fields, Galois theory, advanced linear algebra including duality, quadratic forms, and the Jordan form of a matrix, skew fields, the Wedderburn theorem, algebraic geometry, category theory, lattices and boolean algebras. (MA 302.) Mr. Carruth

[MA 310 Probability] Offered in 1977-78.

[MA 311 Statistics] Offered in 1977-78.

MA 315 Mathematical Models in the Social and Management Sciences Fall

An introduction to the role of mathematics as a modeling tool and an examination of some mathematical models of proven usefulness in problems arising in the social and management sciences. Topics will be selected from the following: axiom systems as used in model building, optimization techniques; linear and integer programming, theory of games, systems of differential equations, computer simulation, stochastic processes. Specific models in political science, ecology, sociology, anthropology, psychology, and economics will be explored. (Permission.) Mr. Olinick

MA 318 Selected Topics in Operations Research Spring

Operations Research is the utilization of quantitative methods as an aid to managerial decisions. In this course, several of these methods will be introduced and studied in both a mathematical context and a physical context. Topics included will be selected from the following: classification of problems and the formulation of models, linear programming, network

problems, transportation problems, shortest route problem, assignment problems, integer programming, non-linear programming queues, inventory problems, and game theory. (Permission.) Mr. Emerson

MA 321 Elementary Number Theory Spring
Divisibility and primeness. Number congruences, the theorems of Lagrange, Fermat and Euler, residue theory, quadratic reciprocity. Diophantine equations. The distribution of primes, density and the Prime Number Theorem. (MA 113.) Mr. Peterson

[MA 331 Numerical Analysis] Offered in 1977-78.

[MA 332 Classical and Modern Methods of Optimization]

MA 401 Advanced Calculus Fall
Further topics in the calculus and real analysis. Fundamental concepts of real function theory, divergence and curl, line integrals, Green's theorem, the Stieltjes integral, infinite series, power series, Fourier series, improper integrals. (MA 201 and MA 202.) Staff

MA 402 Advanced Calculus Spring
Further topics in the calculus and real analysis. A continuation of MA 401. Staff

[MA 411 Elementary Topology] Offered in 1977-78.

[MA 421 Modern Geometry] Offered in 1977-78.

MA 431 Complex Analysis Spring
An introduction to functions of a complex variable. Mappings of the complex plane, analytic functions. Cauchy Integral Theorem, and related topics. (MA 401 or permission.) Mr. Bielli

MA 500 Advanced Study Fall, Spring
Individual study for qualified students in more advanced topics in algebra, number theory, real or complex analysis, topology. Particularly adapted for those who enter with advanced standing. (Permission.) Staff

MA 704 Senior Seminar Spring
Each student is required to complete and present a major paper on a topic of his choosing. In addition, each student is expected to attend, during the Fall term, a series of lectures designed to introduce and integrate areas of mathematics not covered in the previous three years. Staff

See also Division of Natural Sciences.

MUSIC

The offerings of the Music Department focus on four areas of the discipline: 1) the vocabulary and theory of music, 2) its historical development, 3) its creative aspects — performance, relation to other gestural arts (Dance), and composition.

The relative emphasis on these areas will vary for the individual major according to his or her talents, interest and needs. Independent study consists of advanced work in one or more of these areas as determined by the department in consultation with the student. It is generally assumed that the major will take MU 206 and 207 (Performance), MU 209 and 210 (Theory), MU 309 and 310 (Analysis), Senior Work, and four other departmental offerings.

The four year curriculum for the student who intends to major in music with an emphasis in dance would include no more than eight dance courses, including senior work, and five academic curricular offerings in the music department to include 2 lower level literature courses, 2 semesters of upper level history and MU 109 (Rudiments of Music) or MU 209 (Theory) or MU 301 (Electronic Music).

Any of these requirements may be waived or changed if the department feels the best interests of the student are served.

[MU 101 Introduction to Music]

[MU 102 Perspectives in Music]

MU 105 Survey of Music History Fall

Axiomatic to the approach taken in this course is the idea that music, while an independent art with its own laws, values and pleasures, is nevertheless a direct function of the aesthetics and values of the time and locale in which it is produced. The Survey of Music History is therefore not only a study of developing and changing musical styles and the men who created them, but a study of the impact on music of significant historical and philosophical movements. The history of music is viewed not as a succession of fixed events, but rather as a dynamic evolution of styles and genres which are conditioned by and conform to the spirit of the times. MU 105 will extend from the medieval period to 1750. Format will consist of three lectures and one discussion period per week. Staff

MU 106 Survey of Music History Spring

Continuation of MU 105. (106 may be taken without 105.) Staff

MU 109 Rudiments of Music Fall

Designed for beginners, this course is structured to introduce the student to the fundamentals of music practice. Emphasis will be placed upon the development of skills in notation, sight singing, and ear training, and theoretical concepts used in music. The materials for the course will include musical notation intervals, scales, transposition, rhythm, and rudiments of harmony. Some exercise materials will be on records and tapes in the music library. Students are encouraged to use these facilities in their studies. MU 109 is intended either as a terminal course for those interested in acquiring very basic musical skills, or as a preparation for more advanced courses in the music curriculum, including MU 209 and MU 309. Staff

MU 140 Introduction to Dance Fall

A comprehensive introduction to dance from the viewpoints of dancer, choreographer and audience. Three hours of technique classes, plus classes in basic elements of composition, history and criticism. Students will have outside work to do in basic composition exercises, assigned readings on dance history and criticism, and short papers on the dances they have seen both in the films and in dance performances. The course, or its equivalent, will be the prerequisite for the other courses in dance technique, composition and history. Staff

MU 206 Performance Fall

The focus of this study is the development of musical understanding and expression through active participation in making music. As a laboratory course, the primary work takes place in tutored private practice and ensemble rehearsal; choir, orchestra, chamber groups and individual instruments. Permission. Mr. Fanning

MU 207 Performance Spring

Continuation of MU 206. Mr. Fanning

MU 209 Theory Fall

As an introduction to the study of constructing and analyzing music, MU 209 approaches the basics of notation, sight reading, keyboard skills and ear training. Emphasis on exercises in interval studies, rhythm, simple melody and harmony dictation, clef reading skills and other materials necessary for theoretical work. Mr. Todd

MU 210 Theory Spring

Continuation of MU 209 — four part harmonization through diminished seventh, augmented sixth and neopolitan chords. Last half of course will stress chromatic harmony and movement. Ear training labs and tapes: two weekly written assignments include composition of small gestures. Mr. Todd

MU 260 Intermediate Dance Technique Fall

This course offers intermediate level work in both ballet and modern techniques. Emphasis will be placed on the shaping of dance phrases and developing an increased understanding of and control over movement. There will be films of various dance styles, and readings concerned with several different techniques. Permission. Staff

MU 261 Intermediate Dance Technique Spring
Continuation of MU 260. Permission. Staff

[MU 270 Artistic Development in the Individual Composer]

MU 290 Fundamentals of Conducting Fall
The basic conducting patterns in simple and compound rhythms and their relation to musical line and shape. Score preparation, rehearsal techniques and practical conducting experience. (Permission.) Mr. Fanning

MU 301 Electronic Music Fall
The study and composition of musical structure using synthesized and concrete sound events generated in an electronic studio. Students are instructed in the use of the equipment, the means for collecting and manipulating sound, and in tape-mixing techniques. Goal of the course is finished tapes of pieces. Permission. 3 class hours and 2 lab. sessions per week. Mr. Todd

MU 309 Analysis Fall
The study of individual works and genres for advanced students. Analysis will be done through readings, score study and compositional exercises. Staff

MU 310 Analysis Spring
Continuation of MU 309. Staff

MU 312 Composition Spring
This course will start with a series of short compositional exercises in motive, rhythm, harmony and contrapuntal movement using pieces from both the classical and contemporary literature as models. With these as a basis, the student will structure larger forms: songs, dances, pieces for solo instrument or for instrumental ensembles, and learn how to score them. Students should have had at least one semester of theory (or its equivalent) and have notational skills since all work will be put in score. Please consult instructor before registration. Mr. Todd

[MU 325 Music in the 20th Century]

MU 360 Advanced Dance Technique Fall
In this course the dancer will continue with daily work in modern and ballet techniques supplemented by films, occasional improvisational work, and use of more sophisticated musical accompaniment. Emphasis will be on polishing and perfecting a sound dance technique. Several selections from the standard dance repertory will be taught. Permission. Staff

MU 361 Advanced Dance Technique Spring
Continuation of MU 360. Permission. Staff

MU 390 Junior Seminar in Music History Fall
An intensive survey of music history, including musicological resources and bibliographic tools for music majors in the junior year. Staff

MU 500 Independent Study
Permission.

MU 704 Senior Work
Permission.

PERFORMANCE STUDIES

The aim of the Department is to present music for its value as literature and as a record of one aspect of human achievement, not as professional training. We strongly encourage students to improve performing techniques as a necessary means of cultivating the art. The College will assist the student as far as possible in securing adequate instruction when not provided by the regular staff.

Students who wish private instruction in piano, organ, violin, viola, classical guitar, flute, recorder or voice should enroll with the Department before registration.

Fees are to be paid to the Cashier's office upon receipt of a bill at the beginning of each term. No rebate is allowed for lessons missed except in the case of continued illness. Performance studies consists of 1 lesson weekly; fee $105 per semester for all instruments except recorder which may be taught in consort. Fee for recorder consort is $65 per semester.

Private instruction in piano	Mr. Viviano
Private instruction in organ	Mr. Fanning
Private instruction in violin, viola, and cello	to be announced
Private instruction in classical guitar	Mr. Rhinelander
Private instruction in flute	Ms. Scoones
Private instruction in recorder	Mr. Skrobela
Private instruction in voice	Ms. Sliker

Music Library. The Christian A. Johnson music library contains several thousand records, scores, books, and a collection of chamber music. Listening facilities in the library are available to anyone from the college community.

Practice facilities. Practice rooms with pianos are available for individual and group rehearsal. Organs: Walcker (1969) mechanical action, 15 ranks; and Gress-Miles (1970) 48 ranks. Application should be made to the secretary of the music department.

College Orchestra. Weekly rehearsals leading to the performance of music from all periods. Performance by small ensembles is encouraged. All instrumentalists are urged to audition. Apply to secretary of music department. Staff

College Choir. The College Choir sings at chapel services and special concerts on and off campus. In keeping with the educational intent of the choral program, repertoire for all performing groups is as historically inclusive and demanding as possible. Performance in languages other than English is stressed. Audition required, open to all students without prerequisite. Mr. Fanning

Recitals. Regularly scheduled recitals and lectures are open to the public.

See also Division of Humanities.

PHILOSOPHY

Non-majors: Most Philosophy Department courses are open to students who are not majors and who have had little or no previous work in philosophy. HM 150, PA 102, HM 160, and PA 170 are the general introductions to the field and are open to students in all classes. Courses in the 200 range are introductions to specialized areas of philosophical study which do not require particular competences, though students who have done work in education, religion or the arts will find their studies in those areas of assistance. Except as noted, 300 level courses are generally open to students but they suppose a higher level of sophistication than the 200 level courses and are not normally open to freshmen. 400 level courses are normally open only to majors. Non-majors with a previous background in philosophy may elect a 400 course but they should consult with the instructor.

Major program: Majors will elect ten courses in the department. (No more than two courses from the group HM 150, HM 160, PA 102, and PA 170 can count toward the major requirement.) All majors will normally take a reading course on contemporary philosophy in the Winter Term of their junior year. All majors are strongly encouraged to take PA 218 and PA 223. Cognate courses, particularly in the areas of political science and religion, may be substituted for two courses with prior permission. Majors must elect: one course in Ethics and Social Philosophy (PA 300-320); one course in Philosophy of Science and Theory of Knowledge (PA 350-370); one course in Studies in the History of Philosophy (PA 400-420) and the Senior Seminar (2 course units) in Contemporary Philosophy.

Honors candidates will do a 500 project in the Winter Term of Senior Year and may substitute under exceptional circumstances a second term of 500's work for the second term of the Senior Seminar. Students must have a B average in all work in the department during their junior year and first term of senior year to be permitted to undertake an Honors project. 500 projects are open only to philosophy majors and they must have attained an average of B in all course work within the department.

PA 102 Saints, Seers, Scientists and Sages Fall

A study of the philosopher and his function as interpreted by great classic figures in the history of philosophy: Socrates, Thomas Aquinas, Descartes, Sartre, Wittgenstein. Philosophers and philosophies take on the coloration of the dominant problems of a culture while at the same time they seek to rise beyond its limitations; the course attempts to assess the philosophers in terms of the historical state of culture, religion and science, while pointing up the permanent contributions of the philosophies as developed. Mr. O'Brien and Staff

PA 115 Ancient Greek Philosophy Spring

The concentration will be on Plato and Aristotle, though some attention will be paid, as introduction, to the Pre-Socratics and, for contrast, to ancient atomism. Where possible, the course will try to relate the readings to current concerns, rather than treating them as museum pieces merely. Classes will be an informal mixture of lecture and discussion. (No prerequisite.) Mr. Bigelow

HM 150 Foundations of the Western Intellectual Traditions: Antiquity to the Reformation Fall

Through a study of philosophical and theological texts we shall attempt to comprehend the basic questions and methods of Western intellectual traditions. This course is not a comprehensive history of ideas, but a study of great works in their own context and in ours. Selections from Plato, *The Bible*, Epicurus, Anselm, Thomas Aquinas, Pico, Luther, Montaigne. Mr. Bates, Mr. Nuovo, Staff

HM 160 The Origins of Modern Thought: Science, Religion, Society Spring

The 17th, 18th and early 19th centuries constitute a period of profound intellectual change and of the greatest advance in scientific thought in Western History. This course will trace the development of philosophy, religion, and ethics under the impact of this change through the study of major works of authors such as Descartes, Hobbes, Spinoza, Hume, Kant, Mill. Mr. Bates, Mr. Nuovo, Staff

PA 170 Philosophical Problems Spring

An introduction to philosophy for the student who prefers a non-historical approach. Several problems of contemporary interest will be considered from current and opposing points of view. Among possible topics would be: knowledge vs. scepticism, freedom and determinism, the relation of mind and body, religious belief, whether ethical judgments can be rationally justified. Juxtaposing different views on a given topic will, it is hoped, help the student on what is half the battle in philosophy — namely, seeing that there is a problem and what it is. Class discussion will be important. Reading used will be an anthology of selections, a text, or possibly both. Mr. Bigelow

PA 213 Philosophy of Religion Fall

An investigation of the philosophical problems raised by the claims of religious belief: the existence and attributes of God, divine omnipotence and human freedom, the problem of evil, immortality and eschatology. Mr. Nuovo

PA 218 Introduction to Modern Logic Fall

A study of the principles of correct reasoning. Skills in both informal and formal logic will be developed. Topics in informal logic will include appraisal of arguments and fallacies of relevance and of ambiguity. Topics in formal logic will include syllogistic logic, propositional logic and quantification theory. Ms. Baker

PA 222 Philosophy in America Spring

A study of professional philosophy in America beginning with the St. Louis Hegelians and continuing to the contemporary scene. Special attention will be paid to European influence on American philosophers and the interaction of American philosophers with the culture as interpreters, reformers and radical critics. Particular attention will be paid to three major areas of thought: philosophy and religion, educational philosophy and social philosophy as they intersect with American culture. Particular attention will be paid to the idealism of Josiah Royce and the pragmatism of John Dewey. Modern "positivistic" and "analytic" movements in philosophy will be studied in the context of the "professionalization" of philosophy over the last 50 years. Mr. O'Brien

PA 223 An Introduction to Contemporary Philosophy Fall

This course will provide an introduction to two of the major movements in twentieth century philosophy — analytic philosophy represented by such figures as Russell, Moore, Ayer and Wittgenstein, and phenomenology and existentialism represented by Husserl, Heidegger and Sartre. The course will attempt to survey characteristic problems and methods, but, in addition, a major figure of each tradition will receive extended attention. Mr. Bates

[PA 231 Philosophy of History]

PA 233 Aesthetics Spring

Contemporary and historical readings will be used to examine problems in the philosophy of art. There will be exploration of what is a work of art and of meaning and truth in various of the arts. Attention will be given to questions of aesthetic judgment and of aesthetic value as well. Some prior acquaintance with philosophy or literature or the arts is recommended. Ms. Baker

ETHICS AND SOCIAL PHILOSOPHY

Courses numbered in the range PA 300-320 fall in the general area of ethics, social philosophy and theory of value. Offerings may change from time to time and courses will be alternated as indicated.

PA 305 Introduction to Ethics Fall

This course will provide a grounding in the field, suitable either as a foundation for more advanced study or as a basic survey for students who do not intend to go further. No prior acquaintance with philosophy will be presumed. The different kinds of questions involved in difficult moral situations will be disentangled from each other. Then, fundamental standards used in deciding these questions will be discussed. Finally, the results of the foregoing discussions will be applied to at least one issue of current interest — e.g., abortion. In this final phase it may be possible for students to choose which, among selected contemporary topics, they wish to study. Mr. Bigelow

[PA 307 Twentieth Century Ethics]

[PA 309 Philosophy of Law]

PHILOSOPHY OF SCIENCE AND THEORY OF KNOWLEDGE

Courses numbered in the range PA 350-370 fall in the general area of theory of knowledge or epistemology. Problems of knowledge, proof and perception have been particularly central to philosophical concerns in the modern period. Students considering graduate work in philosophy should elect courses in this area. Offerings may change from time to time and courses will be alternated as indicated.

[PA 351 Theory of Knowledge]

[PA 352 Philosophy of Mind]

[PA 354 Philosophy of Language]

PA 353 Philosophy of Science Spring

Emphasis will be on problems of scientific explanation. For example, How is explanation related to prediction? Does all scientific explanation conform to a single pattern? What is functional explanation? Other topics may include the nature of scientific theories, the justification of induction, problems of confirmation. Readings from philosophers such as Hempel, Nagel and Scriven will be supplemented by readings from those who, like Kuhn, approach the philosophy of science through the history of science. Ms. Baker

PA 356 Philosophy of Social Science Spring

This course will begin by considering some characterizations of the nature and structure of the natural sciences. Then, there will be an exploration of the general question of

whether a social science (or, a science of human behavior), which has the same structure and power as a natural science, is possible. Both positive and negative answers to this question will be examined, and in this examination certain fundamental concepts of human action will be explored which have special relevance for psychology and sociology. The course will conclude with a look at some more specific philosophical problems of particular social sciences. Mr. Bates

STUDIES IN THE HISTORY OF PHILOSOPHY

Courses numbered in the range PA 400-420 cover major figures in philosophy or major movements, e.g., empiricism, rationalism, idealism, existentialism. These courses are recommended to students planning to pursue graduate work in philosophy and should normally be elected only by students who have had previous courses in philosophy.

PA 406 Kant Fall

This course will consist of a careful examination of the critical philosophy of Immanuel Kant. The major part of the term will be devoted to a reading of the *Critique of Pure Reason.* We shall also read the *Critique of Practical Reason* and the *First Introduction to the Critique of Judgment.* Mr. Bates

PA 500 Research in Philosophy (open only to majors) Fall, Spring
Staff

PA 704 Senior Seminar: Contemporary Philosophy Fall, Spring

All seniors elect two terms of the senior seminar. The seminar is devoted to the study of contemporary figures or movements in philosophy. Students will prepare periodic research papers utilizing primary sources and journal literature. Staff

See also Division of Humanities.

PHYSICAL EDUCATION AND ATHLETICS

The Physical Education Program concentrates on the so-called life-time sports so that all students leave Middlebury with exposure to sports or recreational activities in which they have developed a degree of skill and interest which will be an asset to them in later years. *The program consists of a pool test (or a course in beginning swimming) and five seasons in essentially life-time sports.* There is a credit maximum of three seasons for participation in intercollegiates, performing groups, or instructional team sports. The department schedules two seasons in each of the two college terms and one season in the college winter term.

Students may complete their Physical Education Program by utilizing any of the following options and opportunities:

a. Instructional course program.
b. Approved Independent programs.
c. Exemption program.
d. Any combination of the above, including a credit maximum of three seasons for participation in intercollegiates, performing groups or instructional team sports.

The pool test or one beginning swimming course is required of all students. The test consists of jumping into the deep end of the pool and staying afloat for five minutes without assistance of any kind. Any method (floating, treading, swimming, survival floating) may be used. Beginners and those uncertain of their ability to pass this test should register for an instructional course in swimming. Current American Red Cross Advanced Life Saving or Water Safety Instructor cards (show cards at the Field House office) are accepted in lieu of the pool test.

The Physical Education Program may be completed at any time or by any of the above options convenient to the student during his/her four years at Middlebury — except that three exemptions or three seasons credit should be attained by the end of the Junior year to ensure completion of the program. Exemption tests will not be given to seniors in their senior year. *The entire program may be completed by demonstrating strong competency at or above the intermediate level in three life-time activities offered in the exemption program, provided the pool*

test has also been passed. The passing of one or two exemptions provides the student with one or two seasons credit toward completion of the entire program. Students may take no more than three instructional courses in the same activity nor receive more than three seasons credit for the same activity (one of which may be an exemption credit).

All registrations for instructional classes in physical education are held in the Field House office, and registrations are held prior to the start of each of the five seasons during the college year. There are two exemption periods during the year (preceding the fall and winter II seasons) and students should sign up for test appointments at the Field House office prior to the announced exemption periods. Students should consult the appropriate department member concerning participation in intercollegiates and performing groups. Application forms for independent programs are available at the office in the Field House and are returnable, for consideration, to Prof. Colman's office one week prior to the start of each physical education registration period. Students who wish to elect courses (i.e., the student does not need the course for physical education credit) should register with the department for the appropriate season and they will be scheduled for classes on a space available basis.

Physical Education Program (Fall, Winter I, Winter Program Term, Winter II, and Spring Seasons) Specific seasonal course offerings are available at the time of registration prior to the start of each season. Staff

Physical Education Instructional Course Registration Periods: (9:00-12:00 and 1:00-4:00 at the Field House office)

Registration Dates	Season	Season Dates
September 13, 14, 15	Fall	September 20-October 30
October 25, 26, 27	Winter I	November 1-December 11
November 30, December 1, 2	Winter Program Term	January 5-February 4
February 14, 15, 16	Winter II	February 21-April 2
March 22, 23, 24	Spring	April 11-May 14

Exemption Periods and Tests: Advance sign-ups for test appointments are recommended and requested. Please sign-up at the Field House office from 9:00-12:00 or 1:00-4:00 unless otherwise stated. Note key below.

Fall Tests (September 13, 14, 15, 16) — Sign-up dates are September 9, 10, and 13, 14: Archery, Badminton, Bowling, Canoeing, Dance*, Golf, Riding*, Sailing, Squash, Swimming, Tennis, and the Pool Test.

Winter Tests (February 14, 15, 16, 17) — Sign-up dates are January 25, 26, 27, and February 14: Badminton, Bowling, Dance*, Figure Skating, Ice Skating, Skiing, Swimming, Riding*, Squash, Tennis, Touring, and the Pool Test.

*Tests by appointment only.
Note: Test fees are; Bowling $.90, Riding $2.00

PHYSICS

The course offerings in the Department of Physics are designed to fill the needs of a liberal arts curriculum. The offerings are suitable for three categories of students: (1) those who do not intend to specialize in science, but have an interest in science; (2) those who desire a basic introduction to physics as an adjunct to a major in another science; and (3) those who major in physics. Students normally major in physics as preparation for graduate study in the sciences or engineering, as preparation for a professional school, or as preparation for teaching. Students planning to major in physics should start no later than their sophomore year and preferably in their freshman year.

Students intending to major in physics (category (3) above) will find that the department offers a full complement of both theoretical and experimental courses. *The minimum requirements for a major in physics* are the three term introductory sequence to physics, PH 109, PH 110, PH 210 plus five elective physics courses, a senior program and MA 112, MA 113, MA 201

and MA 202. The senior program consists of either a three-unit thesis and general examination, or two terms of advanced laboratory and examination. Students doing practice teaching under the Teacher Education Program may, with permission, take only two units of senior thesis. Specific courses to be taken by a major are determined in consultation with a department adviser. The department offers a program for majors of Environmental Studies with Emphasis in Physics. (See Environmental Studies.)

Courses in the numbering sequence PH 111 and PH 199 are designed for students not majoring in the natural sciences and so do not count toward satisfying the physics major.

The Department offers for nonscience majors a Fall term course, PH 155 **An Introduction to the Universe** and a Spring term course, PH 145 **Electronics for the Intimidated.** See below for descriptions of these courses. We also offer courses in electronics and in astronomy and astrophysics for students who have had introductory physics.

PH 109 Mechanics and Waves Fall

Mechanics: Both Newtonian and Einsteinian mechanics will be covered in the course. The concepts of work, energy, momentum and the conservation principles of mechanics are presented using the calculus. Particular attention is paid to systems exhibiting periodic or near-periodic motion.

Waves: Waves in elastic media are studied. Topics include travelling waves, standing waves and Fourier synthesis.

The computer is used throughout the course both in problem solving and in the analysis of laboratory experiments. (MA 112.) Three hours lect., three hours lab. Mr. Gould

PH 110 Electricity and Magnetism Spring

The classical laws of electricity and magnetism are presented. Topics include electric potential, current, resistance, capacitance, inductance and electric circuits both DC and AC. In the laboratory electronic instruments such as the oscilloscope are introduced and utilized. (PH 109.) Three hours lect., three hours lab. Mr. Wolfson and Mr. Gould

PH 145 Electronics for the Intimidated Spring

This self-contained introduction to electricity and electronics is intended for non-science majors who are mystified by electronics and want not to be. As such, it is *not* open to majors in the natural sciences. Using only high school algebra and simple trigonometry, the students will study the behavior of DC and AC electrical circuits. Next, the manner in which solid state diodes and transistors are used to control and modify electrical signals will be considered. This, in turn, will lead to an examination of common circuit configurations such as power supplies, amplifiers, oscillators, and radio detector circuits. The course will conclude with an overview of the manner in which these "building blocks" are used in complete electronic systems such as TV's, radios, and hifi's. The labs will involve the construction and testing of these important "building block" circuits. Three hours lect., two hours lab. Mr. Cooney

PH 155 An Introduction to the Universe Fall

A general course in astronomy designed primarily for students not majoring in the physical sciences. Emphasis is given to the properties of the universe and the methods through which astronomers investigate it. Topics to be discussed include the sun, stars, our Galaxy, external galaxies, cosmology, observational instruments, and the solar system. Laboratory work includes use of the college observatory. (No prerequisites.) Three hours lect.; lab. to be arranged. Mr. Winkler

PH 210 Introductory Quantum Physics Fall

The course opens with an examination of the early evidence for and theories of the quantized behavior of microscopic systems, including the kinetic theory of matter and the first observation of the discrete nature of charge, mass, and energy. Next, the wave mechanics is introduced and the implications of this theory, such as the uncertainty principle, are discussed. The course concludes with an overview of the wide range of applications of this theory to atoms, molecules, atomic nuclei, solids, and elementary particles. Three hours lect. and three hours lab. (MA 201 or MA 202, PH 109-110.) Mr. Cooney

PH 221 Electronics for Scientists Fall

A one semester introduction to modern electronic circuits and solid state devices with emphasis on their physical operation and practical use. Discrete devices, such as transistors, and (analog) integrated circuits, such as operational amplifiers, are equally stressed. Examples are from common experience as well as scientific measurements. (PH 110 or permission.) Three hours lect. and two short lab. sessions. Mr. Wolfson

PH 222 Electronics II Spring

A continuation of PH 221 with particular emphasis on digital electronics. Electronic techniques such as amplitude and frequency modulation, analog-to-digital conversion, and signal processing are also studied. (PH 221 or permission.) Three hours lect., two self-scheduled labs. Mr. Wolfson

PH 266 Contemporary Astronomy and Astrophysics Spring

An introduction to the physics of the Galaxy and the universe as determined through observations at radio, infrared, optical, ultraviolet, and X-ray wavelengths. Topics include the structure and evolution of stars, pulsars, neutron stars, black holes, X-ray sources, supernovae, galaxies, quasars, and the expanding universe. (Prerequisite: PH 109 or permission. This course is not normally open to students who have completed PH 155.) Three hours lect.; lab. to be arranged. Mr. Winkler

PH 301 Electromagnetic Fields Fall

A study of the properties of electric and magnetic fields in empty space and in matter, leading to the unified and concise description of all electromagnetic phenomena by Maxwell's equations. Topics include electrostatics, magnetostatics, dielectric and magnetic materials, scalar and vector potentials, and electromagnetic induction. Emphasis is on local, differential relationships and consistency with the principles of relativity. Applications are made to problems of current interest in physics and other sciences. (PH 110 and MA 201.) Three hours lect. Mr. Cooney

PH 302 Electromagnetic Waves Spring

The theory of Maxwell is used as the basis for an electrodynamic description of the behavior of light. Models for the propagation of waves in space and matter serve as the basis for an understanding of common phenomena in optics and communication. The theory is further illustrated through laboratory experience with lasers and microwaves. (PH 301.) Three hours lect. one lab./problem session. Mr. Gould

PH 303 Intermediate Mechanics Spring

The mechanics of particles is extended through the use of generalized coordinates to provide equations of motion for complex mechanical systems. The resultant formalism stresses energy rather than force and allows considerable freedom in the choice of variables used to describe the motion. The method is illustrated by theories for planetary orbits, gyroscopes, coupled oscillators, deformable solids and fluids. (Prerequisite PH 109, corequisite MA 201.) Three hours lect. This course will alternate with PH 312. Mr. Gould

[PH 312 Methods of Theoretical Physics] Offered in 1977-78

PH 401 Introduction to Quantum Mechanics Fall

A fundamental course in quantum mechanics aimed at understanding the mathematical structure of the theory and its application to physical phenomena at the atomic and nuclear levels. Topics include the basic postulates of quantum mechanics, operator formalism, Schroedinger equation, one-dimensional and central potentials, angular momentum and spin, perturbation theory, and systems of identical particles. (PH 210, MA 201, MA 202.) Seminar—three hours. Mr. Winkler

PH 402 Topics in Modern Physics Spring

In-depth study of two or three topics of current interest drawn from the areas of atomic, nuclear, solid state, and elementary particle physics. (Permission.) Seminar. Staff

PH 441 Advanced Laboratory I Fall

During the semester the student will complete two laboratory projects. Each will be supervised by an individual faculty member and will involve exploration of basic experimental research techniques in an area of current interest. For each project the student will be expected to do some library research and background reading, to participate in the design of the experiments and to present a written report on the project. (PH 210.) Staff

PH 442 Advanced Laboratory II Spring

This course is a continuation of PH 441 above. Staff

PH 500 Research and Special Topics (Permission.) Fall, Spring Staff

PH 705 Independent Study and General Examination Fall, Winter, Spring

Independent study in the fall, winter and spring terms culminating in a written thesis. Accompanied by comprehensive examinations in February. (Three credits total.) Staff

See also Division of Natural Sciences.

POLITICAL SCIENCE

Political Science defines, describes, explains, and evaluates political phenomena. It does so with a number of disciplines or habits including science, philosophy, history, and prudence. Following a first course in which historically important philosophic definitions of and judgments about the subject are examined, the curriculum continues with a number of courses which introduce the study of particular sub-fields of the subject. Intermediate level courses are offered in the major areas of the subject, and the department offers a methods course useful to students of the sub-fields. The senior program involves intensive seminar work. The curriculum as a whole is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences, and to prepare those students who intend to pursue further work in either graduate or professional schools.

Required for the major in Political Science: A total of ten Political Science courses, including: (1) PS 101, (2) completion of the Senior Program, and (3) two courses in each of three of the following fields: American Political Institutions, International Politics and Foreign Policy, Comparative Politics, and Political Theory. All fall and spring Political Science courses count toward field distribution. Majors should also consult with their advisers regarding appropriate cognate courses.

Senior Program: The Senior Program normally consists of two Seminars, each of which includes advanced work appropriate to the sub-field in which the seminar is offered. The Seminars are listed as the 400 level courses below. Before taking PS 404, 405, or 406 students are strongly advised to take PS 331. The Seminars may be taken at any time beginning with the Spring Term of the major's Junior year, but they must be taken during separate terms. Two course credits are granted for the Senior Program. Students admitted to the Honors Program may substitute one term of Honors work for one of the Seminars. Departmental approval also may be granted to Seniors with exceptional records who wish to substitute an Independent Project (PS 500) for one of the Seminars. Proposals for these projects should be submitted to the Department for approval before the Senior term in which the project would be undertaken.

Honors Program: Students may become candidates for Honors in Political Science at any time after the beginning of the Spring term of the Junior year and prior to the Spring term of the Senior year. Honors projects will normally be begun in the Senior Seminars or 500 projects. Prior to the term in which Honors are sought, the Department will determine whether the Senior Seminar or 500 projects are progressing satisfactorily enough to be continued as Honors projects. One course credit (PS 500) is granted for Honors work.

PS 101 Introduction to Political Science Fall

A study of the classics in political science: Plato, *Republic;* Aristotle, *Politics;* Machiavelli, *The Prince;* Hobbes, *Leviathan;* Locke, *Second Treatise on Government;* Rous-

seau, *Second Discourse;* Marx, *Communist Manifesto* et al; Weber, "Politics as a Vocation," "Science as a Vocation"; Nietzsche, *The Use and Abuse of History.* Two lectures and one discussion section per week. (Freshmen and sophomores or permission.) Mr. Dry and Staff

PS 102 The American Political Regime Spring

Our examination of this "first new nation" begins with the Constitutional Convention and the framers' deliberations over the best form of government consistent with the principles of the Declaration of Independence and appropriate to the people of the United States of America. Study of this and later critical moments in the interpretation and construction of the American political regime requires an examination of the writings of *The Federalist,* Jefferson, Marshall, Calhoun, Tocqueville, Lincoln, and Frederick Douglass. Next, selected basic problems in American politics are examined by means of Supreme Court cases and critical essays. Topics have included race, civil disobedience, moral basis of international action, and higher education. Mr. Dry

PS 103 Introduction to Comparative Politics Spring

This course provides an introduction to: (1) political and social life in Britain, France, Germany and the Soviet Union; (2) the political theories and ideologies of democratic and authoritarian systems; and (3) the basic concepts and methods of comparative political analysis. Mr. Rosenberg

PS 104 Introduction to American Political Processes Fall

An examination of contemporary politics and policy-making in American national government. The course includes a consideration of parties and electoral behavior, Congress, the Presidency, interest groups, bureaucracy, and the courts. Attention is given to areas of both domestic and foreign policy-making, with emphasis on the American experience in the last two decades. Mr. Fiorino

AMERICAN POLITICAL INSTITUTIONS

PS 203 American Politics and Legislation Fall

The American political process; the theory and practice of politics; the functions and activities of political parties and interest groups and their role in the initiation and control of governmental policies including a consideration of crucial political issues and practical politics. (PS 102 or 104.) Mr. Thurber

PS 204 American Politics and Legislation Spring

The formal and informal aspects of legislative organization and procedure; a study of political power as found in the legislative process and in the activities of the power groups in American society. Closely related to current legislative proceedings (PS 102 or 104.) Mr. Thurber

PS 301 State and Local Government Spring

Institution, structure, and political process at the state and local level. Contemporary issues and problems facing state and local government in the American political system. (PS 102 or 104.) Mr. Thurber

PS 303 Introduction to Public Administration Spring

This course is an examination of bureaucracy and public administration in the United States, with primary emphasis on the federal government. We begin with the abstract characteristics of bureaucracy, the development and organization of the federal bureaucracy, and the political environment of administration. We then turn to the central internal processes of bureaucracy — coordination and control, recruitment and personnel, communication of information and advice, budgeting, and planning and evaluation. This is followed by a study of the problems involved in the implementation of bureaucratic policies. We conclude with a consideration of bureaucratic "pathologies" and proposals for reform. Mr. Fiorino

PS 305 American Constitutional Law: Principles and Structure Fall

Study of the judicial function and the constitutional principles of federalism and the separation of powers as the Supreme Court has enunciated them in leading cases. Reading con-

centrates on leading Supreme Court decisions, interpretive essays and commentaries. Students participate in a Mock Court case or write a paper on a topic suggested by the course reading. (Juniors and seniors with PS 102, or permission.) Mr. Dry

[PS 306 **Constitutional Law: Individual Rights**] Offered in 1977-78.

PS 307 The American Presidency Fall

Powers, purpose, and functioning of the Presidency in the American political system. (PS 102 or 104.) Mr. Thurber

PS 315 The Judicial Process Fall

This course is an examination of the judicial process in the United States, with emphasis on the federal judiciary. Topics considered in the course include perceptions of law and the judicial process, approaches to the study of public law, the organization and functioning of the judiciary, issues in judicial administration and judicial reform, the role of the courts in the formulation of public policy, and the courts as a part of the political process. Mr. Fiorino

[PS 320 **Voting, Elections, and Public Opinion**] Offered in 1977-78.

PS 402 Seminar on American Constitutional Law Spring

Advanced study of a selected topic in American constitutional law. Students will present papers in class, criticize other papers, and prepare a revised version of their papers. Possible topics include the American founding, the constitution and the Civil War, the Roosevelt court, executive power, and judicial statesmanship. (PS 305 or PS 306.) Mr. Dry

PS 411 Seminar in Public Administration — Regulatory Agencies Spring

Federal regulatory agencies are frequently criticized for their inefficiency and rigidity, and for being overly responsive to the economic interests they regulate. This seminar begins with a critical survey of the literature on the politics of regulation and the various explanations that have been offered for the failings of regulatory agencies. We then consider the applicability of several theories on organizations and decision-making in an attempt at refining and improving, or rejecting, existing explanations of agency behavior. Of particular value in our analysis will be the literature on organizations and their environments, organizational change and adaptation, and what Herbert Simon has called the fact and value premises of decision making. (PS 303 or permission.) Mr. Fiorino

COMPARATIVE POLITICS

PS 210 The Politics of Development Fall

This course provides an introductory survey of the major ideologies and strategies of development in the Third World. The first part of the course examines the basic issue of development: How can a rapidly-changing society constitute a legitimate political order? Examples from Brazil, Tanzania, Vietnam, and Indonesia will be considered. The second part of the course provides a comparative analysis of development policy in India and China. Mr. Rosenberg

PS 404 Seminar in Comparative Politics Spring

Global strategists used to divide the world into two camps: the Free World and the Communist Bloc. Increasingly, this distinction is being blurred. Capitalists are now doing business with communists and a Third World of newly independent nations has come into existence. A new alignment is emerging between the rich nations and the poor nations of the world. The seminar will examine this re-alignment and the domestic consequences of global interdependence. (PS 103, or PS 331, or permission.) Mr. Rosenberg

INTERNATIONAL RELATIONS AND FOREIGN POLICY

PS 201 International Politics Fall

An introduction to the study of international politics. The material covered includes the formulation of foreign policy, inter-nation behavior, the nature of the international system, and possible causes of international conflict. Mr. Leng

PS 202 Contemporary International Politics Spring

Four or five major contemporary international problems are considered in conjunction with conceptual models and theories of social scientists attempting to explain them. Topics considered in recent terms have included: the future of the East-West detente, Sino-Soviet relations, the political impact on multi-national corporations, the Middle East conflict and relations between rich nations and poor nations (PS 201.) Mr. Leng

PS 302 International Conflict Resolution Spring

An investigation of international law, international organization, diplomacy, and the findings of peace research as approaches to the resolution of conflicts among nations. Students are assigned position papers and participate in debates on the utility of different approaches considered in the course. (PS 201 is helpful, but not required.) Mr. Leng

[PS 405 Seminar on the Causes of War] Offered in 1977-78.

PS 408 United States/Soviet Union Relations in the 1970s Spring

A seminar surveying U.S.-Soviet relations from World War II to the current detente, the attention of the seminar will be focused on current and prospective areas of tension and/or cooperation between the U.S. and the U.S.S.R., such as Strategic Arms Limitation, European Security, Mutual and Balanced Force Reduction in Europe, and Trade. A major research project will be required. (Permission.) Mr. Robison

PS 412 Seminar on Diplomacy Fall

The course provides an overview of the development of modern diplomacy, the problems faced by contemporary diplomatists, and some of the newer approaches employed by scholars in attempting to understand the dynamics of inter-nation bargaining. The course begins with a substantive examination of the development of modern diplomacy as seen in the key peace treaties from Westphalia to Potsdam. This is followed by consideration of some selected empirical studies of diplomacy and inter-nation bargaining in the contemporary era. The last part of the course is devoted to a case study of one of the most complex diplomatic problems in today's world: the Arab-Israeli dispute. (PS 201 is recommended.) Mr. Leng

POLITICAL THEORY

PS 317 Political Philosophy: Classical Political Philosophy Fall

Consideration of Greek and medieval political philosophy. Emphasis on the themes of natural right, the claims of political association and private life, action and theory, and the agenda or scope and character of political philosophy. Mr. Nelson

PS 318 Political Philosophy: Modern Political Philosophy Spring

Close study of important political philosophies. Themes include the transition from natural right to natural rights, the revolt against classical political philosophy, the rejection of the theoretical life as the best way of life, substitution of various activist views of human being for the classical notion of man, and the emergence of human studies independent of and allegedly superior to political philosophy. Mr. Nelson

PS 331 Theory and Method of Political Analysis Fall

Two major questions are considered in this course: (1) What is the relationship between scientific inquiry and the study of politics? and (2) What are the major approaches and methods now used in the study of political phenomena? The syllabus consists of weekly analytical exercises designed to help the student develop critical sophistication; that is, the ability to recognize and produce a well-formed argument, a sound inference, an elegant proof, a plausible explanation, and a persuasive proposal for remedial action. The course is recommended to juniors as a preparation for seminar, research or independent work. Mr. Rosenberg

PS 333 Twentieth Century Political Thought Spring

Detailed look at recent attempts to diagnose the alleged decline of political philosophy as a viable intellectual enterprise in the 20th century, and at attempts to redirect, redefine, or restore the practice of this activity. Writers to be studied include Michael Oake-

shott, Isaiah Berlin, Leo Strauss, Alexandre Kojeve, Jean-Paul Sartre, Arnold Brecht, and Herbert Marcuse. Mr. Nelson

[PS 401 Seminar on Representative Government] Offered in 1977-78.

PS 409 Seminar in Political Philosophy Fall

Study of a writer, a theme, or an era important in political philosophy. The seminar in Fall 1976 will be about Aristotle, Hobbes, or politics and religion. Choice of the subject will be made before registration in consultation with the members of the seminar. (Permission.)

Mr. Nelson

INDEPENDENT PROJECTS

PS 500 Advanced Projects

A program of independent work designed to meet the individual needs of advanced students. (Permission.) Staff

PSYCHOLOGY

For the student who majors in psychology engagement with experimental data lays the basis for an empirically founded and objective formulation of principles of human behavior. He or she may encounter the data in published research reports, in regular laboratory work, and in connection with individual research along lines that he or she finds important. The relevant observations may involve human subjects or sometimes infra-human subjects for the better experimental control that they may permit. Whatever the sources of the observations, the student comes to see them as products of the experiments that generated them, and thus evaluates their importance for hypothesis or generalization.

As a psychology major the student takes a program of elective and required courses in psychology and related disciplines. By the end of sophomore year, through work in psychology, and in cognate fields, the student has acquired familiarity with many of the data, concepts, and research procedures essential to an understanding of human behavior. During the last two years the student makes use of accumulated knowledge and skills in his or her deep involvement with several areas of central importance to psychology.

Students generally choose to complete as much as possible of their formal course work toward the major by the end of the junior year so that their work in psychology as seniors can be devoted to independent reading and study, and possibly to individual research leading to Departmental Honors.

Major in Psychology: Required for a major: PY 105, PY 201, PY 207, PY 301, PY 306, and at least four additional fall or spring term courses in psychology; Qualification in Psychology; the Senior Course in Psychology (PY 705); and completion of cognate requirements: two one-term courses, chosen in light of the student's interest and with the consent of the Psychology Department, from among the courses offered in Biology, Chemistry, Mathematics, and/or Physics.

Joint Major in Biology and Psychology: Required for a major: Biology BI 110, BI 314, BI 316 and three electives in Biology; Psychology PY 105, PY 201, PY 207, PY 301, PY 306, PY 705; three electives chosen with advisers' approval from the courses in Chemistry, Mathematics, Physics, or Economics EC 210.

Joint Major in Psychology and Sociology: Required for a major: Psychology PY 105, PY 201, PY 208, PY 306, and three electives in Psychology; Sociology SA 102, SA 205, SA 301, SA 352, SA 700 (2 terms), and one elective in Sociology.

Qualification in Psychology must ordinarily be accomplished by the end of the student's sophomore year and is achieved by completion of Psychology PY 105 with a grade of at least C−, by completion of Psychology PY 201 with a grade of at least C−, and by completion of the extra-departmental cognate requirements stated above. A student who has not met Qualification by the end of sophomore year may be granted exception to the requirements on action of the Department in response to a written request.

Winter Programs: No winter programs in Psychology are required of either psychology majors or joint majors in biology and psychology. However, the winter program in Instrumentation for the Behavioral Sciences, given in alternate years, is highly recommended for those students who may want to conduct senior research leading to possible Honors in the major. Com-

pletion of this winter program may in some cases be deemed a prerequisite to approval of such an individual senior research program.

Senior Program: (PY 705 — Senior Course) This course involves two options: the General Examination or a Senior Paper. Preparation for the General Examination, given yearly in May, will involve independent reading by the student. The reading program must be approved by the student's adviser and progress will be evaluated by the department faculty throughout the term.

The Senior Paper may take the form of a report of a laboratory or field study or may be based entirely on library research. The project must be approved by the department faculty prior to registration.

Preparation for the General Examination or writing of the Senior Paper may be done as the equivalent of one course during the fall or winter or spring term of the senior year at the student's choice.

Students who seek to be graduated with *Departmental Honors in Psychology* must apply to the department before February 1 of the junior year. They will then register for Advanced Research (PY 500) during the spring term of junior year to delimit their problems and conduct any necessary pilot or feasibility studies for their research. Upon successful conclusion of such studies they will, if they choose, be admitted to Honors candidacy, and continue research during senior year. They may also, if they choose, devote the winter term of senior year to research. Upon successful completion of their project an Honors Examining Board will be convened to consider and make recommendation about the order of departmental Honors to be awarded upon their graduation. These orders include Honors, High Honors, and Highest Honors in Psychology.

PY 105 Psychology: A Viewpoint Fall, Spring

Several important issues selected from the problems of perception, motivation, and mental illness are considered from the point of view that, for a psychologist, a satisfactory understanding of the phenomena he studies will necessarily depend on his seeing them in terms of his subject's (1) physical capabilities and limitations, (2) experiential environment, and (3) interactions with that environment. (Open to Freshmen; Sophomores and upperclassmen require permission.) Staff

PY 201 Research and Communication Fall

This course deals with procedures of research in psychology and the behavioral sciences. It gives particular emphasis to the procedures involved in the statistical analysis of research results and the style of communicating them in writing. (PY 105 or permission.) Mr. Ewell

PY 207 Conditioning and Learning Fall

This course introduces the laboratory experiments and the theories relating to the major phenomena of conditioning and learning. The work of such men as Pavlov and Skinner is considered in this context. The topics include classical conditioning as signal learning, discriminative control, operant training procedures, scheduling of reinforcement, and aversive control. These topics serve as the basis for an analysis of complex behavior and behavior modification techniques in natural settings. Laboratory work centers on operant training with the laboratory rat. (PY 105.) 3 hrs. lect., lab. Mr. Prouty

PY 208 Memory and Conceptual Processes Spring

This course deals with some of the problems of human memory and thinking: how information is coded, how it is stored, how stored information is retrieved, and how stored information may be used in dealing with new situations. The course touches on traditional verbal learning studies, contemporary models of memory processes, concept learning, thinking, and some aspects of language. (PY 105.) 3 hrs. lect., lab. The laboratory deals entirely with human learning and retention. Mr. Prouty

PY 216 Drugs and Behavior Spring

An examination of the classes of drugs which affect central nervous system function and behavior with reference to their possible sites of action. Both the patterns of use of various drugs and the user characteristics will be investigated for alcohol, nicotine, stimulants and depressants, tranquilizers, hallucinogens, and opiates. (PY 105 or permission.) Mr. Woodruff

PY 225 Child Psychology Spring

The purpose is to describe the major stages of child development in our society and to examine the principles and implications derived from this description. The course will consider such topics as: the nature of the developmental process, the gene-behavior pathway, perceptual-motor development, the growth of cognitive skills, language development, the emergence of personality, and the child in school. (PY 105.) (This course will receive Teacher Education credit.)

Mr. Prouty

[PY 226 Psychology in Clinical and Educational Contexts] Offered in 1977-78.

PY 227 Abnormal Psychology Spring

This course explores first the standard nosology of mental illness and then looks at the problem of abnormal behavior with an interest in the light that the several natural and social sciences can throw on its etiology. (PY 226 or permission.)

Mr. Ewell

PY 301 Physiological Psychology Fall

The central focus is on the neurophysiological, neuroanatomical and endocrinological substrates of both human and animal behavior. In the laboratory the student will learn several of the surgical and anatomical techniques used to investigate central nervous system function. (PY 105 *or* permission.) 3 hrs. lect., lab.

Mr. Woodruff

PY 306 Sensation and Attitude: The Quantification of Mind Fall, Spring

In this course the problems of psychological measurement and scaling are considered in the context of the psychophysics of sensation and the social psychology of attitude. The close conceptual and methodological interrelationships between the two fields of inquiry are stressed. (PY 201.) 3 hrs. lect., lab.

Mr. Ewell

PY 309 Psychology and Religion Fall

The main topic to be addressed in this course consists of the question, "What function does religion play in the human personality?". A survey of the writings of several psychologists including William James, Freud, Jung, Maslow and Allport will be conducted in seeking to answer this question. In addition, readings will be taken from the works of several religious figures who have addressed themselves to this issue. 3 hr. seminar. (Some background in psychology or religion, or permission.) Limited to 20.

Mr. Woodruff

[PY 314 Experimental Psychology: Sensory Processes and Perception] Offered in 1977-78.

PY 316 Research in Physiological Psychology Spring

The material covered in this course is an extension of that covered in PY 301. The reading material selected will provide an understanding of the essentials of neurology as it deals with the human brain and also go beyond the basics to encompass current theoretical topics of importance to the neurobiology of behavior. In addition to the reading and discussions, students are expected to do a research project in the area of brain-behavior relationships. The laboratory techniques acquired in PY 301 will be adequate for this, although the student is urged to refine these and to acquire additional techniques. 2 hr. discussion, Lab. to be arranged. (PY 301 or equivalent, *no* exceptions.)

Mr. Woodruff

PY 411 Contemporary and Continuing Issues in Psychology Fall

This course will focus on the major conceptual frameworks that define contemporary psychology: Skinner's radical behaviorism, the humanistic psychology of Maslow and Jourard, Laing's existential-phenomenological approach, and the structuralism of Piaget. These will be examined for their present and future usefulness as paradigms. An attempt will be made to see psychology both as a science and as a human endeavor. (Permission. Permission will be liberally granted to Juniors and Seniors.)

Mr. Prouty

PY 500 Advanced Research Fall, Spring

A program of research arranged to meet the needs of advanced students majoring in psychology. (Permission.)

Staff

PY 705 Senior Course Fall, Winter, Spring

Preparation for the General Examination or the writing of a Senior Paper. Preparation for the General Examination involves a program of supervised independent reading. The topic for the Senior Paper must be approved by the department prior to registration and a written proposal should be submitted to the department one week before the date of registration.

Staff

RELIGION

Courses in religion are designed to acquaint students with the many aspects of religious life in a variety of cultural settings, and with the chief methods employed in investigating and interpreting religious phenomena.

Major Program: A major in religion must satisfactorily complete three introductory courses, four 300 level courses, two *cognate* courses, and senior work. A *cognate* course is a course offered by another department whose content or method is pertinent to the study of religion: courses in anthropology, art history, history, literature, philosophy, and sociology. In every case a cognate course must be approved by a student's adviser before it can be credited toward the major. The senior work requirement may be satisfied either by completing RE 702 or by writing an honors thesis.

Philosophy-Religion Joint Major: Students whose interest is the philosophy of religion or the religious aspect of philosophy may elect a joint major in philosophy and religion. Major requirements are fifteen semester courses and one winter term. Required are HM 150, HM 160, PA 115, PA 213, PA 305, PA 351, RE 201, RE 303, plus electives and senior work. For a detailed description of the major, consult either department chairman.

Departmental Honors: Students who have maintained a B average in departmental courses may elect at the end of their junior year to become candidates for departmental honors. During the fall semester of senior year an honors candidate shall enroll in an RE 500 course and do preliminary research on a chosen topic under the direction of a faculty member. Following the satisfactory completion of this course and with the recommendation of the faculty member the student shall prepare a thesis during the winter and spring terms (the thesis will count as two course credits). "Honors" shall be awarded to candidates who receive a B+ as their thesis grade; "High Honors," to those who receive an A-; "Highest Honors" to those who receive an A or A+; in each case candidates must maintain a B average in their departmental courses.

INTRODUCTORY COURSES

The following courses are open to all students without prerequisite or permission. HM 150 and HM 160 are offered as a general introduction to religion and philosophy.

HM 150 Foundations of the Western Intellectual Traditions: Antiquity to the Reformation Fall

Through a study of philosophical and theological texts we shall attempt to comprehend the basic questions and methods of Western intellectual traditions. This course is not a comprehensive history of ideas, but a study of great works in their own context and in ours. Selections from Plato, *The Bible,* Epicurus, Anselm, Thomas Aquinas, Pico, Luther, Montaigne. Mr. Bates, Mr. Nuovo, Staff

HM 160 The Origins of Modern Thought: Science, Religion, Society Spring

The 17th, 18th and early 19th centuries constitute a period of profound intellectual change and of the greatest advance in scientific thought in Western History. This course will trace the development of philosophy, religion, and ethics under the impact of this change through the study of major works of authors such as Descartes, Hobbes, Spinoza, Hume, Kant, Mill. Mr. Bates, Mr. Nuovo, Staff

RE 201 The Old Testament Fall

The history, literature, and faith of the Hebrew people from the Patriarchical age to the Maccabean revolt. Attention will be given to the methods of historico-literary criticism and the contribution of archeology to biblical history and interpretation. Mr. Scott

RE 202 The New Testament Spring

The history, literature, and faith of first century Christians as reflected in the New Testament. Attention will be given to various critical methods used in biblical scholarship.

Mr. Scott

[RE 203 The Idea of the Religious Quest in the West]

RE 204 The Jewish and Christian Traditions Fall

A course designed as an introduction to the development of the Judaeo-Christian tradition. Attention will be given to the early conflicts between Jew and Christian, the formation of church structure (e.g., creeds and sacraments), the rise of anti-semitism, the divisions within Christianity and Judaism, and some adjustments these groups made to social and intellectual change in the nineteenth and twentieth centuries. Mr. Ferm

RE 206 Hinduism and Buddhism Spring

An historical introduction to the Hindu and Buddhist traditions. The political and social background will be taken into account as well as the ritual context of each tradition; the primary focus, however, will be on the literature and the various modes of thought and expression of the major schools of Buddhism and Hinduism. Attention will also be paid to the development and transformation of Buddhism beyond India, in particular in China and Tibet. Staff

PA 213 Philosophy of Religion Fall

An investigation of the philosophical problems raised by the claims of religious belief: the existence and attributes of God, divine omnipotence and human freedom, the problem of evil, immortality and eschatology. Mr. Nuovo

RE 220 The Shaping of American Religious Life Spring

A study of the historical sources of the western religious traditions and their expression in the social and intellectual context of American history. Particular attention will be given to Puritanism in America, the impact of westward expansion, and the influence of social and intellectual change in the late nineteenth and twentieth centuries. Mr. Ferm

RE 250 Philosophy and Theology in the Middle Ages Spring

A study of representative thinkers whose work combined philosophical and theological methods and themes: Augustine, Erigena, Anselm, Abelard, Thomas Aquinas, Duns Scotus, Ockham; the religious and cultural background; the possibility and limits of rational inquiry into theological belief. The development of the Western tradition of philosophical theology will be the special theme of this course. (No prerequisite, but HM 150 is recommended.) Mr. Nuovo

STUDIES IN RELIGION

The following courses are limited in enrollment and are offered with prerequisites or by permission.

[RE 301 Modern Views of God and Religious Man: the 19th Century]

[RE 302 Modern Views of God and Religious Man: the 20th Century]

[RE 303 Theories of Religion]

[RE 305 Studies in the Philosophy of Religion]

RE 306 Puritanism and Revivalism in America Fall

Reading and discussion of original documents from Puritans and Revivalists, including John Winthrop, Jonathan Edwards, Charles G. Finney, and Billy Sunday. (RE 220 or permission.) Mr. Ferm

RE 308 Seminar in American Religious History Spring

Topic for 1976-77: American religious life in the late 19th and early 20th centuries. Special attention will be given to urban and industrial change, the reaction to new intellectual issues (e.g., in the evolution controversy and in biblical criticism) and the effect of the Great Depression. (RE 220 or permission.) Mr. Ferm

RE 309 St. Paul, his Thought and his Interpreters Fall
A careful reading of the Letters of the Apostle Paul, and exegesis of selected texts. In addition there will be readings of an interpretative nature from Augustine, Luther, Calvin, Dodd, Barth, Bronkamm, Rubenstein, Buber, and others. (RE 202, or permission.) Mr. Scott

[RE 310 Seminar in Biblical Theology]

[RE 312 Zen Buddhism and Mysticism]

RE 315 Studies in Old Testament Literature and Tradition Spring
Topic for 1977: The Torah, its use in both Jewish and Christian traditions. A close examination of the first five books of the Bible as a unit of tradition. Special attention will be given to Talmudic interpretation. (RE 201, or permission.) Mr. Scott

The following courses, offered in other departments, may be credited toward the religion major as 300 level courses:

HI 328 The Reformation Mr. Tillinghast

SA 380 Religion, Myth and Ritual Symbolism Mr. McCreery

RE 500 Independent Research Staff

RE 700 Senior Research for Honors Candidates Staff

RE 702 Senior Seminar Spring
Staff

See also Division of Humanities.

RUSSIAN

The following courses taught in English by the Department of Russian are open to majors in other departments: RU 251 and RU 252, Russian Literature and Culture; RU 351, Dostoevsky; RU 352, Tolstoy.

Formal admission to the major program is attained through satisfactory grades in RU 202 and RU 252 or through satisfactory scores on a qualifying examination. The qualifying examination will cover all language skills and a general knowledge of Russian literature and culture from its beginnings to the present.

Prospective majors are strongly urged to take an intensive Russian course during the winter term following RU 201.

Normally a *major program* will consist of the following courses: RU 301, RU 302, RU 311, RU 321 and two courses chosen from the following: RU 312, RU 313, RU 314, RU 401, RU 402. Although all students will be expected to take work in the areas of language, literature, and civilization and culture, the program of an individual student may place greater emphasis on any of these three areas and each student's program will be planned individually in consultation with the chairman.

The *Senior program* will consist of a Senior Seminar taken during the fall semester of senior year. Students with particularly strong records will be encouraged to prepare an Honors thesis under the supervision of a faculty member following the Senior Seminar.

Students majoring in Russian should plan on having a second strong field of concentration. Students planning to teach should have a second language, preferably through at least the third year of study. Students planning careers in government, finance, commerce, etc., are strongly advised to have strong concentrations in one of the following fields: Economics, Geography, History, or Political Science. A joint or double major with one of these areas of study makes a particularly strong program.

Middlebury is one of the institutions sponsoring a semester-long program of Russian study at Leningrad State University through the Council on International Educational Exchange. Competition for this program is extremely rigorous and students should begin planning their entire undergraduate study program early if they anticipate applying. Interested students should consult with the chairman as early as possible concerning this program.

Students interested in the teacher certification program should consult with the chairman of the department and with Mr. Jimenez, Director of Teacher Education, at an early date to avoid conflicts in scheduling the required courses.

RU 101 Beginner's Russian Fall

Four-skills approach to provide a firm control of the sound system and the structure of Russian. Although much emphasis is put on the spoken colloquial language, reading, writing and a conscious understanding of the fundamentals of grammar provide a firm foundation for work in advanced courses or for reading in specialized fields. Five class meetings per week (two lecture sections, three drill sections) and intensive use of the language laboratory.

Mr. Baker and Staff

RU 102 Beginner's Russian Spring

Continuation of the approach used in RU 101, but with increased emphasis on reading. (RU 101 or equivalent.) Five class meetings per week (two lectures, three drill sections) and intensive use of the language laboratory. Mr. Baker and Staff

RU 201 Intermediate Russian Fall

Systematic review of grammar and development of the spoken and written skills attained in Beginner's Russian. Four class meetings per week (one lecture, three drill sections). (RU 102 or equivalent.) Mr. Baker and Staff

RU 202 Intermediate Russian Spring

Continuation of approach used in RU 201. Reading of contemporary Russian texts, conversation and written assignments in Russian based on reading assignments. (RU 201 or equivalent.) Four class meetings per week (one lecture, three drill sections.) Mr. Baker and Staff

RU 251 Russian Literature and Culture (in English) Fall

A survey of the birth and flowering of Russia's Golden Age of Literature up to 1880. Major emphasis will be given to discussion of works by Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky and Tolstoy. No knowledge of Russian is required. Mr. Beyer

RU 252 Russian Literature and Culture (in English) Spring

A survey of the intellectual and cultural development from 1880 to the present. Readings and discussion of literary works drawn from Russian Decadence, Modernism and Soviet literature. No knowledge of Russian is required. Mr. Beyer

RU 301 Russian Conversation and Composition Fall

Systematic review of the fundamentals of Russian grammar combined with the development of oral fluency and freedom of self-expression in speech and writing. (RU 202 or equivalent.) Mrs. Baker

RU 302 Russian Conversation and Composition Spring

Continuation of development of oral and written fluency and correctness. Mrs. Baker

RU 311 Masterpieces of Russian Literature Fall

Reading in the original of selected works of 19th and 20th-century writers. Introduction to techniques and terminology of literary analysis. Classroom discussion and written assignments in Russian. (RU 202 or equivalent.) Mr. Davydov

RU 312 Masterpieces of Russian Literature Spring

Continuation of RU 311. (RU 311 or permission.) Mr. Davydov

[RU 313 Russian Masterpieces of the 20th Century]

[RU 314 Russian Poetry]

RU 321 Soviet Man and His World Spring

Readings in both Russian and English on Russian and Soviet culture and civilization. Classroom discussions, oral and written reports in Russian. (RU 202 or equivalent.) Mr. Davydov

RU 351 Dostoevsky Fall

Classroom discussion of the major novels of Russia's most misunderstood genius. Brief lectures will attempt to define for a Western reader the uniquely Russian experience of Dostoevsky. No knowledge of Russian is required. Mr. Beyer

RU 352 Tolstoy Spring

A study of the major works of the literary giant of Russia and the world. The major emphasis will be on discussion of Tolstoy's novels with background lectures on material not available to non-Russian scholars. No knowledge of Russian is required. Mr. Beyer

RU 401 Advanced Language Study Fall

Continued development of spoken and written skills, including stylistic analysis of various types of material. (RU 302 or equivalent.) Mrs. Baker

RU 402 Advanced Language Study Spring

Continued development of spoken and written skills, including stylistic analysis of various types of material. (RU 401 or equivalent.) Mrs. Baker

RU 500 Advanced Studies in Language and Literature Fall, Spring

Supervised individual study for highly qualified students; including Honors Thesis. Staff

RU 704 Senior Seminar Fall

A consideration of selected works from Russian literature and intellectual history. Written reports and individual oral presentations in Russian. (Senior majors.) Mr. Davydov

See also Division of Foreign Languages.

SOCIOLOGY-ANTHROPOLOGY

Our world is characterized by rapid social change and complex social problems. At the same time, one is increasingly aware of the impact of social relationships in producing social structures and cultural values that either inhibit or facilitate desired goals.

The major in Sociology-Anthropology is designed to provide the student with a perspective for the systematic analysis and understanding of human behavior resulting from cultural and societal forces. Based on the empirical findings of the closely related disciplines of Sociology and Anthropology, this perspective is inherently comparative, such that the department is concerned with the inter-relations between culture and society in various settings. Although both of these disciplines share common concern about human behavior, each in addition has its own history, concepts and theoretical commitments. Anthropology essentially focuses on the role of culture in human experience and Sociology is concerned primarily with the role of social interaction and the social structure in human experience.

Upon completion of the introductory courses (SA 101 and 102), each major may declare a "concentration" in either Anthropology or Sociology. (This does not preclude the election of courses in both fields; in fact, we strongly urge our majors to select courses from both disciplines.) The "concentrator" in Anthropology must take one "culture area" course; the "concentrator" in Sociology must take SA 205, Sociological Theory.

All majors must take SA 301 or SA 302, The Research Process, depending on their concentration. It is strongly suggested that students take this course in the junior year in order to prepare the topic and background for their Senior Thesis. Sophomores may register for the course if they wish, but especially if they plan a junior year abroad.

During the final year, the student will write a Senior Thesis. Normally the two thesis units are used in the fall and winter terms. However, at the student's option, both units may be taken during the fall term, with the final copy due at the end of the fall term.

Required for the major in Sociology-Anthropology: SA 101, SA 102, SA 301 or SA 302, either SA 205 or one "area course," the Senior Thesis, plus a minimum of 5 but not more than 9 fall and spring courses in the Department and a minimum of one but not more than two winter courses in the Department (one of which may be part of the Senior Thesis). The selection of

cognate courses will be planned with the major's adviser, taking into consideration the student's aims and purposes in the department.

Departmental Honors will be granted to those who do superior work on the senior thesis and course work in the department.

INTRODUCTORY COURSES

SA 101 Introduction to Anthropology Fall

An introduction to the major sub-fields of anthropology — physical anthropology, archaeology, linguistics and social anthropology. An examination of evolution and contemporary variation in man and culture, using data from human paleontology and biology, the archaeological record and ethnographic studies. Mr. Andrews, Mr. McCreery

SA 102 Sociological Perspectives Spring

A systematic introduction to the science of societal structures and processes. Major varieties of sociological thought are explored in terms of theoretical constructs, methodologies and substantive findings. After coming to understand the primary ways by which the sociologist perceives and deals with any given social phenomena, specific substantive materials dealing with a common theme will be examined in depth. Mr. Haerle, Ms. Nelson, Mr. Pandiani

THEORY AND METHOD

SA 205 Continuities in Sociological Theory Fall

Through the use of original sources, a critical analysis of the major sociological theorists who have influenced contemporary American sociology. Emphasis will be given to Karl Marx, Max Weber, and Emile Durkheim and the consequences of their ideas for theory and research today. An example of fiction will be used to explicate the contemporary implications of these classical theories of the nature of society. The course will conclude with a consideration of the basic ideas (e.g., authority, the sacred, alienation) which provide substance to sociology. (SA 102 or permission.) Mr. Haerle

SA 301 The Research Process-Sociology Spring

Introduction to the basic tools of sociological research from problem formulation (including the relationship of concepts, hypotheses and theory) through strategies of design and data collection, to the analysis and presentation of results. Exposure to interviews, structured observation and participant-observation. Concentration on the survey approach, with the entire class conducting an actual sample survey. Submission of the senior thesis proposal. Strongly recommended for juniors. (SA 102 or permission.) Mr. Haerle

SA 302 The Research Process-Anthropology Spring

The aim of this course is to prepare the student to conduct research, to evaluate and present research in a scholarly manner and to critically evaluate the research of others. Practice and evaluation of such basic techniques as observation, participant-observation, structural and open-ended interviews and use of documents. Introduction to various methodological and theoretical frameworks. Thesis prospectus is the final product of this course. (SA 101 or permission.) Mr. Andrews, Mr. McCreery

SOCIAL ORGANIZATION AND COMPARATIVE INSTITUTIONS

SA 315 Sociology of Education Spring

An examination of education as both a social institution and social process. Topics include the relationship of education to socialization, the social psychology of learning, the relation of educational institutions to other social structures, the influence of culture on moral education, the bearing which factors such as family background, sex and ethnicity have on the quality and content of the schooling process, the relation of various methods and types of

education to the surrounding environment and the actual and potential role of education as an agent for social change. The substantive focus is on American society. (SA 101, 102, or permission.) (This course will receive Teacher Education credit.) Ms. Nelson

SA 316 The Sociology of Youth Spring

In the United States, the transition to adulthood is vaguely defined, resulting in an adjustment period characterized by "strum und drang." The problems to which this course addresses itself spring from a set of historical, demographic, biological, cultural, economic, and institutional forces and developments. Within the framework of a youth culture and peer group support, we shall explore the following types of issues: problems of social and sexual identity and maturity, youth in history and fiction, alienation and political activism, the generation gap, athletic participation and educational experiences, training for work and occupational aspirations, juvenile delinquency, and an overarching concern with ethnic and class differentiations. Various proposals and solutions to the problems of youth will be considered and evaluated. (SA 102 or permission.) Mr. Haerle

[SA 340 Sociology of Organizations]

[SA 345 Work, Leisure and Sport]

[SA 354 Ethnic Groups in the United States]

SA 380 Religion, Myth and Ritual Symbolism Spring

An introduction to the role of religion, myth, and ritual symbols in culture and society. Why are symbols authoritative and powerful in some circumstances and not in others? What is the role of religious specialists, shamans, spirit-mediums, magicians, gurus, priests and prophets in social and cultural organization? These are the questions around which the course will be organized. This year case material will deal primarily with North American Indians. (SA 101 or permission.) Mr. McCreery

SA 385 Medical Sociology Fall

An introduction to the social organization of modern medical institutions such as hospitals, clinics and rehabilitation agencies. Problems of communication and role relationships among professionals and between patients and medical personnel. The impact of structures and role relationships on the quality and quantity of medical care and on the use of resources will be examined. Analysis of the sick role and the impact of illness. An exploration of man's social activities—economic, residential, familial—in relation to his health. (SA 101 or permission.) Ms. Nelson

[SA 387 Sociology of Law]

SA 390 Sociology of Sex Roles Fall

An examination of the sex roles traditionally assigned men and women in America and other cultures and an analysis of those areas of the social structure that affect the construction of sex roles, that create an impetus for change or for maintaining the current definition of the sexes. The legal position and education of women in comparison with men, differing employment opportunities, the division of labor in the family, sex stereotypes in the various media and the self-image of the sexes will be considered. (No prerequisites.) Ms. Nelson

AREA STUDIES

SA 222 Native Peoples of South America Spring

An examination of the aboriginal peoples of South America, the Carribbean Islands, and Central America to the Maya frontier. Major emphasis will be on these peoples at the time of first contact. Special concern will be the methodological and theoretical implications of the data. (SA 101 or permission.) Mr. Andrews

SA 321 Native Peoples of North America Fall

An examination of the aboriginal cultures of North America from the Eskimo in the Arctic to the Aztecs of Mexico and the Maya of Guatemala. The major emphasis is on the condi-

tions of various groups at the time of contact, with special concern for the theoretical and conceptual implications of the data. Some attention will be given to the prehistory and contemporary situation of various groups. (SA 101 or permission.) Mr. Andrews

SA 335 Chinese Society and Culture Spring

This course will be a survey of the principal institutions and ideas which form the background to late imperial and modern Chinese history. It will deal primarily with Chinese families, local communities, and social classes emphasizing the interaction of their economic, political, and religious aspects and changes in them during and after the Communist revolution. Readings for the course will include works of fiction and biography as well as social scientific analysis. (No prerequisites.) Mr. McCreery

SA 336 Japanese Society and Culture Fall

The study of Japan is necessarily the study of social change, since Japan has been a developing nation for about as long as the U.S.A. After an introduction to traditional forms of Japanese social organization the course will focus on Japanese responses to the problems of a rapidly changing, modern industrial state—changing patterns of family organization, the organization of work, racism, pollution, new religions. The reading will be a mix of social scientific analysis by Japanese as well as Western scholars and contemporary Japanese fiction. (No prerequisites.) Mr. McCreery

SOCIAL PROCESS AND SOCIAL PROBLEMS

SA 246 Technology and Social Change Fall

A consideration of the social conditions and consequences of technological innovation and implementation. the course will utilize the historical perspective to provide a framework for the examination of current and anticipated technologies and their influence on society and social relations. Selected topics in areas such as military, medical, industrial, transportation, and information technology will be examined in depth. The sources and possible consequences of the environmental movement and other efforts to control and limit contemporary technology will be examined. (SA 102 or permission.) Mr. Pandiani

SA 343 American Community Studies Fall

An examination of selected communities and subcommunities within the framework of the folk-urban continuum. Consideration of various theories of community formation and development and the factors which contribute to the final form of community organization. The influence of such forces as industrialization, social class, ethnicity, and cultural values will be explored in the context of the small town, the urban neighborhood, suburbia, the communal setting and in fiction. Assessment of methodological approaches and problems. (SA 102 or permission.) Mr. Haerle

SA 352 Social Psychology Fall

A consideration of the interrelationships of the individual and various social forms with special attention to the symbolic or communicative aspects of human behavior. The possibilities for understanding mental illness as a social process will be explored. (SA 101 or 102.) Mr. Pandiani

SA 388 Crime and Deviance Spring

A consideration of the social causes and consequences of crime and deviant behavior. Various forms of deviant behavior will be examined from a number of theoretical perspectives. Special attention will be given to reactions to rule violation and the consequences of these reactions. (SA 102 or permission.) Mr. Pandiana

SA 495 Seminar in Sociology-Anthropology Spring

Offered periodically to allow study of a specific area or subject in Sociology or Anthropology. Topic varies from year to year. (Limited to juniors and seniors.) Staff

SA 500 Advanced Individual Study Fall, Spring
Open to qualified students, by permission. Staff

SA 700 Senior Thesis Fall, Winter
Under the guidance of a faculty member, each senior major will carry out an independent research project, often based on original data. Data must be analyzed and presented in a written report. Due at the end of the Winter Term. (The two course units may be taken during the fall semester; if so, due at the end of the Fall Term.) Staff

SPANISH AND ITALIAN

SPANISH

In its program of studies in Spanish the Department is committed to the twofold aim of developing in its students a full command of the language as well as a mastery of a body of knowledge reflecting the rich contribution of the Hispanic peoples to the world's literature and culture. The early courses concentrate on the rapid and thorough development of the fundamental language skills in preparation for the more advanced courses in language, literature, and culture and civilization. Integrated with the Department's offerings is the Middlebury Program for Juniors in Madrid and the Middlebury Summer Language School of Spanish, including intensive courses at the beginning and intermediate level. Non-majors are encouraged to take advantage of this opportunity to widen their educational horizons by studying in the context of another cultural milieu. In the case of majors, it is the Department's expectation that they will spend at least one semester in residence in Madrid. Students who are interested in going to Madrid and who are also thinking of participating in the Teacher Education Program should consult with their advisers in both areas as early as possible to avoid any conflict in plans.

The major consists of a minimum of eleven courses, including the following three required courses: 1) SI 301; 2) SI 302 or SI 303; and 3) SI 700. No more than two courses at the 100- or 200- level may be counted towards the major. Upon completing SI 700 (normally to be taken in the Fall Semester of the student's final year), the student may be nominated as an Honors Candidate and invited to participate in SI 705, the Seniors Honors Seminar. The Department will award Honors, High Honors and Highest Honors on the basis of the student's special project completed in SI 705 and his previous work in the Department.

Majors are encouraged to supplement their program by selecting, in consultation with the Department, courses from related areas outside their major. For graduation in Spanish, a student will be expected to have a thorough command of the language, to be conversant with the major currents of Hispanic literature, and to have a broad knowledge of Hispanic culture gained through the experience of courses at Middlebury, and study abroad.

SI 101 Intensive Beginning Spanish Winter
Designed to meet the needs of beginners who want to master, within a very short time, the basic structures and vocabulary of the language. Its basic commitment is to an ordered presentation of all four of the basic language skills: understanding the spoken word, speaking, reading and writing. The unifying factor, however, will be the spoken language, which students will be expected to use exclusively during the course hours. Two approaches to the learning of language skills will be used: one stressing the underlying grammatical patterns of language, and the other, language in its situational context. Classes meet daily for two sessions of approximately one hour and a half each, with types of materials alternated to provide for exposure to the two approaches mentioned. The student's daily course commitment will extend from eight to twelve in the morning plus lunch, which will be taken at Spanish tables with the instructors. (Followed by SI 102.) Staff

Note: In the past this course has normally been given during the Fall Term, but it is now given instead on an intensive basis during the Winter Term.

SI 102 Continuing Spanish Spring

For students who have successfully completed SI 101 in the Winter Term, the course emphasizes the control of basic language skills which are then used in reading and discussing short works by modern Spanish and Spanish American authors. Staff

SI 201 Intermediate Spanish Fall

A course for freshmen and upperclassmen who wish to improve their control of basic language skills. A comprehensive review of grammar is followed by reading and writing exercises based on selected short works by modern Spanish and Spanish American authors. (Followed by SI 202.) Mr. Véguez and Staff

SI 202 Intermediate Spanish (Second Semester) Fall, Spring

This course is a continuation of SI 201 but it may be taken before it. Its aim is to give the student a more advanced control of the language through further work in grammar, writing and conversation. Texts will include an advanced grammar and a contemporary Spanish-American novel. (Followed by SI 219.) Mr. Véguez and Staff

SI 219 Writing in Spanish Fall, Spring

A middle course in composition for students seeking to perfect their command of written Spanish. The course will consist of weekly written assignments on a variety of topics chosen to increase the student's control of the structures and vocabulary of the language. The course will also include a thorough review of grammar at a fairly advanced level. (Regularly followed by SI 220.) Ms. Griswold, Ms. Maura

SI 220 Spanish Conversation Fall, Spring

An intermediate course designed to perfect the student's fluency in spoken Spanish through a carefully structured program leading gradually into free conversation on topics of broad general interest. The course is based on a variety of materials, including articles from current Spanish and Spanish American magazines, film strips and other media. (Regularly followed by SI 300.) Ms. Griswold

SI 300 Modern Writers of the Spanish World: An Introduction to the Study of Hispanic Literature Fall, Spring

An advanced language and literature course designed both to further the student's experience of Spanish and Spanish American literature and to perfect skills in literary analysis and critical writing. The work will be based on the reading of a number of outstanding works in prose and poetry. Prose readings will be from the short fiction of such established contemporary figures of Spanish America as Borges, Cortázar, Rulfo, Donoso, and García Márquez. Poetry readings will be taken from the works of equally representative figures in modern Spain: Jiménez, Machado, Lorca and Otero. Frequent short critical essays will complement the reading and provide the student with practice in writing. Open to qualified freshmen and upperclassmen. (Followed by SI 301.) Ms. Griswold

(SI 300, its equivalent, or permission of the instructor is a prerequisite for all 300 level courses.)

SI 301 The Hispanic Tradition in Literature: From the Middle Ages to the Golden Age Fall

An introduction to the masterworks of Spanish literature from its inception to the period of its greatest flowering in the 16th and 17th centuries. Reading will include the great medieval epic of the Cid; the traditional ballads or *romances;* representative selections from both the *Don Quijote* and its celebrated precursor, *La Celestina;* the works of the classical Spanish poets of the Renaissance and Baroque (Garcilaso, Fray Luis de León, San Juan de la Cruz, Lope de Vega and Góngora); the first picaresque novel, the *Lazarillo de Tormes;* and *Fuenteovejuna,* a play by Lope de Vega, the prince of the Spanish stage in its greatest period. Staff

SI 302 The Hispanic Tradition in Literature: From the 18th Century to the Present Spring

A reading of representative major works of the period, including the poetry of Bécquer, Machado and García Lorca, and the prose and drama of such figures as Larra

(Artículos de costumbre), Zorrilla *(Don Juan Tenorio),* Bécquer *(Rimas y leyendas),* Unamuno *(San Manuel Bueno, Mártir),* Valle-Inclán *(Sonata de ontoño),* García Lorca *(La casa de Bernarda Alba)* and Ortega y Gasset *(La rebelión de las Masas).* Staff

SI 314 Creative Writing in Spanish Fall

A course in advanced composition and stylistics designed to perfect the student's mastery of written Spanish. Emphasis on the control of style: precision, tone, variety, and vocabulary. Ms. Griswold

SI 315 El Arte de la Traduccion: Problemas y Soluciones Spring

A practical approach to the techniques of Spanish/English translation. A series of texts (prose and poetry) in both languages will be used as an introduction to the translator's art —and its problems. These texts will also be chosen specifically to allow for concentration on crucial areas of advanced Spanish grammar and stylistics, and points of contrast between the two languages, which must be mastered by the accomplished translator. Such diverse problems as proverbs, jokes, and the idiosyncratic jargons of journalism, politics, and the arts will also be examined. Certain attention will be devoted to language and translation theory. The course will include a final major project in translation. (Prerequisite: consent of the instructors.)

Mr. Véguez and Ms. Griswold

[SI 320 Introduction to Spanish Culture and Civilization]

[SI 328 La Guerra Civil Española en la Literatura]

[SI 330 Aspects of Spanish American Culture]

[SI 337 Literatura y revolución]

[SI 341 *Don Quijote* and the Birth of the Modern Novel (in English)]

[SI 349 Contemporary Latin American Fiction (in English)]

[SI 401 Trayectorias de la narrativa española hasta Cervantes]

[SI 402 Cervantes y el *Don Quijote*]

SI 407 La Novela Española del Exilio Fall

The history of Spain has often been marked by a wholesale emigration of intellectuals. Writers in exile, faced with new cultures and alien world views, have responded with changes and new directions in their work. The objective of this course will be to study the new forms, techniques and directions taken by the Spanish novel in the hands of writers in exile. Works of Max Aub, Francisco Ayala, Ramón Sender, Juan Goytisolo and Fernando Arrabal will be read. Ms. Maura

[SI 417 El cuento hispanoamericano: Realidad y fantasía]

SI 419 The Contemporary Spanish American Novel Spring

An analysis of the Spanish American novel of the last two decades. The many themes and innovations of writers such as Onetti, Carpentier, Rulfo, Fuentes, Cortázar, García Márquez, Vargas Llosa, and Donoso are explored in detail. Mr. Peel

[SI 424 Spanish Poetry of the Twentieth Century]

SI 425 El Romance Fall

The ballad is one of the oldest and most popular of Spanish poetic forms. As a vehicle expressive of an infinite range of emotions, it has served peoples scattered throughout the world—from the Balkan countries, where Sephardic Jews still recite *romances* in an oral tradition dating from 1492, to the Argentine pampas, where the tradition, transformed by the gauchos, is still carried on. The course will explore all aspects of the *romance,* from its possible origins in Medieval epic poetry to its present shape in the hands of García Lorca and other modern poets. Staff

[SI 431 La comedia española del Siglo de Oro]

SI 435 Taller de Teatro Fall

A theme or an author from the dramatic literature in Spanish will be selected in advance. The class will then analyze all aspects of the topic under study, always keeping in mind its goal: the presentation on stage of the work selected by all. Mr. Véguez

SI 440 & SI 445 Seminars:

Seminars are offered in a wide range of topics, varying from year to year. They include the following: *La literatura de la España medieval; Hispanoamérica: época colonial; Romanticismo, realismo y naturalismo en España; El teatro moderno en España; La poesía hispanoamericana del siglo XX; La poesiâ de Pablo Neruda; Federico García Lorca; Readings in the History of the Spanish Language; The Structure of Modern Spanish.* The department encourages suggestions from students for other topics, and will attempt to arrange seminars for which there is sufficient interest. Plans must be made no later than the beginning of the preceding fall or spring term.

SI 500 Independent Study Fall, Spring

The department will consider requests by qualified juniors and seniors to engage in independent work.

SI 700 Senior Research Seminar Fall

For senior majors. Advanced readings in Hispanic literature and the history of Hispanic culture. Through the study of key texts in criticism and history, the course will seek to provide a conceptual framework for the student's previous experience and course work in Spanish. Staff

SI 705 Senior Honors Seminar Spring

For candidates for Departmental Honors. Prerequisite: SI 700 and nomination by the Department. A broad topic of Hispanic studies will provide the framework and basic readings for this course. Topics will vary from year to year, and will deal with such themes as: (1) The Spanish Renaissance; (2) The Idea of America; (3) Romanticism and Revolution; (4) Heroes and Antiheroes; (5) *Modernismo* and the Generation of 1898.

The student will define a special project as a sub-topic of the general course theme, and will prepare, under the direction of a member of the Department, a paper of substantial length (30-40 pages). Each student will conduct a formal seminar on the subject to which his paper is directed. Not required for the major. Staff

ITALIAN

The Italian program offers a variety of courses in language, literature, culture, and civilization. These courses are specifically designed to meet the needs of Italian majors, other foreign language majors and students from related fields such as art, literature, music, sociology, who are working toward a double or joint major.

The aim of the program is to develop in its students not only a working command of the language but involvement in the rich Italian contribution to literature, art, music and philosophy throughout the ages. The department recognizes that some students may wish to use Italian to pursue studies in a historical, sociological and/or political context. By also offering courses in translation, the department hopes to recognize the needs and interests of not only the Italian speaking students but of the College community at large. Italian majors may count courses in translation towards the major by participating in a weekly discussion group in Italian.

THE MAJOR: A total of not fewer than eleven courses beyond SI 151 and SI 152 is required including two courses chosen from SI 351, SI 352, SI 353, and also SI 750. The department requires that all majors participate in the Middlebury Italian School during the sophomore-junior summer and the Junior Year Program in Florence. The year in Florence is divided into two parts. The Fall Term is specifically prepared for Middlebury students with courses in Literature, Civilization, Language and Culture taught by Italian University professors. During the Italian academic year (which begins in November) four courses are required. At least two courses are selected by the student from the various departments at the University of Florence thus enabling double and joint majors to satisfy requirements in disciplines other than

Language and Literature. The remaining courses, designed for Middlebury students and taught by Italian University professors, focus on Stylistics, Literature and Civilization. Requirements for Junior Year Abroad: successful completion of SI 252 and the Middlebury Italian School sophomore-junior summer.

SI 151 Intensive Beginning Italian Fall

Designed to introduce the student to the Italian language and to provide a foundation in both spoken and written Italian. The approach to the language permits comprehensive coverage of the basic structures and vocabulary of contemporary Italian. Filmstrips and taped dialogues create a culturally authentic environment in the classroom. Printed student materials introduce the written word and drill structures through exercises, dictations, and reading texts. The exclusive use of Italian in dialogue situations and vocabulary building encourages the student to develop skills in a personalized context. Ms. Vaglio and Ms. McDaniel

SI 152 Intensive Beginning Italian Spring

For students who have successfully completed SI 151 in the Fall term, this course provides increased control and proficiency in the language through audio-visual, conversational and drill methods. Short reading selections from contemporary works and discussions enlarge the student's view of Italian life and culture. (SI 151 or equivalent.)

Ms. Vaglio and Ms. McDaniel

SI 251 Intermediate Italian Fall

Review of the structure and vocabulary of Italian through readings selected from contemporary Italian prose. Conversation, compositions, oral reports help to increase fluency and naturalness as well as prepare the groundwork for a more sophisticated use of language in spoken and written contexts. (SI 152 or equivalent.) Ms. Vaglio

SI 252 Advanced Italian Spring

Readings in modern and contemporary literature and related fields, discussions and compositions illustrate the richness and complexity of the Italian language. Materials for the course include a text integrating the writings of major literary figures with a review of grammar and selected works of contemporary writers chosen to introduce the genres, themes and terms of literature. (SI 251 or equivalent.) Ms. McDaniel

SI 255 Modern Conversational Italian Winter 1977

An intermediate course designed to increase and perfect the ability of the student to express himself in spoken Italian through a structured program that promotes free communication on a variety of topics. Emphasis is on the social use of the language analyzed and discussed via newspaper articles, magazines, filmstrips, and documentaries reflecting issues of contemporary Italian society. (SI 152, its equivalent, or permission.) Ms. McDaniel and Ms. Vaglio

[SI 270 Dawn of the Renaissance] To be offered in Fall 1977

[SI 271 The Italian Society from the 16th Century to the Present]

SI 290 Dante: The Divine Comedy (in English) Fall

An introduction for 20th century readers to Dante's *Divina Commedia* and the historical and philosophical perspectives so important to a full understanding of the work. Concentration on the texts of the *Inferno, Purgatorio,* and *Paradiso* with supplementary readings designed to acquaint the reader with the medieval view of life and literature. Readings and discussions in English; one hour tutorial per week required of Italian majors. Ms. McDaniel

SI 291 Eros in Boccaccio's *Decameron* (in English) Spring

Boccaccio's views on love immortalized in his "comedy of life," the *Decameron.* Boccaccio's acceptance of life in all its infinite variety provides the basis for his treatment of erotic themes giving all forms of love an integral role in the human drama. Discussions in the course will center on the way love and lovers exemplify life itself in the *Decameron* with occasional readings in related works and the social history of the Trecento. Ms. McDaniel

[SI 296 Pastoral (in English)]

(Prerequisite for all 300 level courses and higher is SI 252 or the equivalent.)

[SI 351 Philosophies of Life in the Turbulent Middle Ages] To be offered in Spring 1978

SI 352 Literature of the Renaissance Fall

Selected texts from the major writers of the Quattro and Cinquecento, supplemented with readings that give a historical and cultural perspective on the times. The course will concentrate first on the writings of the civic humanists (Alberti, Pico della Mirandola, Machiavelli, etc.), then examine the lyric and epic poetry of Poliziano, Lorenzo il Magnifico, Ariosto and Tasso. Ms. McDaniel

[SI 353 Romantic and Early Modern Italian Literature] To be offered in Fall 1977

SI 375 The Italian Film Spring

This course concentrates on the major contributions made by Italian to European film. A careful analysis of film scripts will demonstrate the technical and literary genius of Italian film. Among others, Fellini, Antonioni, Petri, Wert-Mueller, DeSica. Ms. Vaglio

[SI 459 Modern Italian Fiction]

SI 550 Independent Study

The department will consider requests by qualified juniors and seniors to engage in independent work.

SI 750 Senior Research Seminar

For seniors with a major or minor in Italian. Advanced reading in Italian integrating texts and criticism that will provide a structure for previous studies and/or experience abroad.

See also Division of Foreign Languages.

TEACHER EDUCATION PROGRAM

The Teacher Education Program, which is not a major, offers students opportunities to study educational issues and to prepare themselves as elementary or secondary school teachers. Upon graduation, students who have completed one of the programs described below and who are judged capable of fulfilling a public school teacher's responsibilities are certified to teach in the State of Vermont, whose certificate is recognized by the following states:

Alaska	Maine	Pennsylvania
California	Maryland	Rhode Island
Connecticut	Massachusetts	South Carolina
Delaware	Minnesota	South Dakota
Florida	New Hampshire	Utah
Hawaii	New Jersey	Vermont
Idaho	New York	Virginia
Indiana	North Carolina	Washington
Iowa	Ohio	West Virginia
Kentucky	Oklahoma	Wisconsin

The "initial professional certificate," granted by the State of Vermont to graduates who have successfully completed the Teacher Education Program, is probationary in nature. At the end of the first year, if the holder is teaching in Vermont or is a legal resident of Vermont, (s)he may renew the certificate through the State Department of Education. The certificate will not be renewed by Vermont except in these cases. Holders of the initial Vermont certificate who are teaching in another state must qualify for a regular professional certificate according to the requirements of that state.

Students interested in earning teacher certification should notify the Teacher Education office of their interest as early as they can, preferably by the spring of sophomore year. Planning ahead will avoid conflicts later on. Students should plan on devoting a full term (4 credits) to their practice teaching and their study of teaching methods.

Students normally undertake the following studies toward certification:

For elementary certification (K-6):

1) A one-term course on the methods and materials of teaching reading and mathematics at the elementary level (TE 305).
2) One term of college science or advanced placement in science.
3) One term course in the foundations of education (See description below).
4) An Internship, working with elementary students (See description below).
5) Problems and Methods of Education-Elementary (TE 404) and Practice Teaching Elementary (TE 405-406-407). (See description below.)

For secondary certification (7-12):

1) A major or its equivalent in a discipline which coincides with a subject taught widely in public secondary schools. The following majors do *not* coincide with subjects taught widely in public secondary schools; students who intend to major in these areas and to seek secondary certification should speak with Director of Teacher Education as early as possible in their college careers: Anthropology; Art History; Economics; Geography; Greek; Philosophy; Psychology; Religion; Sociology.
2) A one-term course in the foundations of education (See description below).
3) An Internship, working with secondary students (See description below).
4) Problems and Methods of Education-Secondary (TE 414) and Practice Teaching-Secondary (TE 415-416-417). (See description below.)

The Internship Requirement: (Freshmen, Sophomores, and Juniors)

1) may, but need not, be done in the Winter, and may, but need not, be done for academic credit. It must, however, be the equivalent of a Winter Term project in time and commitment, between 75 and 100 hours of work.
2) may, but need not, be done in an academic setting. In whatever setting it is done, it must be analogous to academic teaching in these respects:
   a) it must be part of an organized, supervised program;
   b) the intern must state in advance precisely what his goals are for the children he will work with;
   c) the intern must work with children in groups and the children must be roughly of the age level at which the Intern eventually intends to do practice teaching;
   d) there must be provision for feedback from the children;
   e) the intern must evaluate the progress of the children, and be evaluated himself by an on-site supervisor.
3) must be done while one is in college.

The Foundations Requirement: (Freshmen, Sophomores, and Juniors) can be fulfilled by any of the following courses:

TE 215 The Immature Human Being: A Study of Childhood and Adolescence Fall

Childhood was not recognized as a distinct state of mind until modern times, and adolescence was not so recognized until the Twentieth Century. Some teachers still do not adequately recognize them. The purpose of the course is to help prospective teachers intellectually to distinguish and pedagogically to deal with the developmental stages of school-age people. The course will explore non-adult modes of human knowing and feeling with the help of such authors as Freud, Erikson, and Piaget. Particular attention will be paid throughout to the implications of theory for pedagogy. Mr. Jimenez

PY 225 Child Psychology Spring
(PY 105.) Mr. Prouty

[PY 226 Psychology in Clinical and Educational Contexts] Offered in 1977-78

SA 315 Sociology of Education Fall
(SA 101, 102, or permission.) Ms. Nelson

Students are reminded that the foundations requirement can also be met by taking an appropriate Winter Term course, or by an appropriate 500 project approved by a member of an academic department and/or by the Director of Teacher Education.

The Reading and Mathematics Requirement: (Elementary only: Juniors; Sophomores with special permission.)

TE 305 Methods of Teaching Elementary Mathematics and Reading Fall

Two six-week seminars: one on the materials and methods of elementary mathematics, the other on the problems encountered in the teaching of reading.

Mr. Callahan and Mrs. Fallon

The Problems and Methods and Practice Teaching Requirements: (Seniors; Juniors with special permission.)

Students interested in applying for Problems and Methods and for Practice Teaching should obtain the application forms from the Teacher Education Office. Applications are normally made near the middle of Spring Term for either term of the following school year. Students who will be abroad during the Spring Term prior to the desired time of Practice Teaching should contact the Teacher Education Office before their term abroad.

Students accepted for Practice Teaching should register for four courses in the same term, as follows:

	Problems & Methods	Practice Teaching
Elementary:	TE 404	TE 405-406-407
Secondary:	TE 414	TE 415-416-417

Descriptions of the above courses are as follows:

TE 404 Problems and Methods of Education—Elementary Fall, Spring

Lectures, discussion and readings pertinent to the general background, current trends, problems and methods of contemporary elementary education. Includes observation and teacher aide work at the local elementary schools. Taught concurrently with TE 405-406-407.

Staff

TE 405-406-407 Practice Teaching—Elementary (K-6) Fall, Spring

A triple course in which each student teaches every day at a single grade level in a local elementary school and gradually shares responsibility for the activities of the classroom. Master teachers and college Supervisors of Student Teaching meet regularly with each student teacher to plan and evaluate his teaching. All students meet with the Supervisor of Student Teaching in a weekly seminar to study issues in elementary school teaching in light of their observations and experiences in the local schools.

Staff

TE 414 Problems and Methods of Education—Secondary Fall, Spring

Particular attention will be given to the aims of secondary education, the design of a curriculum, organization of schools and classrooms, the nature of adolescents, and the importance of teaching methods. Each student will observe classes at the secondary level, write analytical papers, and design a teaching unit in the subject he intends to teach. Taught concurrently with TE 415-416-417.

Mr. Jimenez and Staff

TE 415-416-417 Practice Teaching—Secondary (7-12) Fall, Spring

A triple course in which, after observing classes, each student every day teaches three or four classes at local secondary schools and gradually shares most of the duties of his master teacher. Each student also participates in some of the co-curricular activities of his school and writes plans and evaluations of his teaching. Student teachers work under the close supervision of their master teachers and the Supervisors of Student Teaching. The principal purposes of this course are to help each student teacher develop criteria for evaluating his performance, to test his theories of teaching and learning and his ideas about the curriculum, and under the guidance of experienced teachers to begin to develop his own style of teaching.

Mrs. Thurber and Staff

THEATRE

As a theatre major, a student will choose either the Acting/Directing or the Design/Production emphasis. All majors will normally elect the following courses in their freshman or sophomore year:

TH 116-126 (Formerly 141-2) History of Drama as Theatre I and II

TH 214 (Formerly 245) Directing I

TH 221 (Formerly 250) Scene Design

In consultation with their advisers, all majors will elect a minimum of two Production Studios (One in each area of emphasis) and submit a proposal in their junior year for an independent project (TH 500). The Senior Program (TH 700) will be a two-term, advanced independent project, planned in consultation with the student's adviser. These courses along with the four listed above constitute the core curriculum for the major in Theatre. In addition to this core program, students will elect the following courses according to their emphasis:

Acting/Directing

TH 102 (Formerly 146) Acting I

TH 202 Acting II

or

TH 224 (Formerly 346) Directing II

TH 326 (Formerly 326) Modern Drama

EL 321 Shakespeare

MU 140 Introduction to Dance

Design/Production

TH 213 (Formerly 249) Stages and Lighting Design

TH 326 (Formerly 326) Modern Drama

AR 101 Introduction to Art

EL 321 Shakespeare

2 other terms Art History

2 other terms Dramatic Literature

The Acting/Directing track requires a coordinate related field of appropriate courses to be determined by the student's adviser in the following areas (select one area):

American Literature: four courses
Art: four courses, two of which may be studio
English: three additional courses in English literature one of which may be dramatic literature
History: four courses
Languages: (fluency required) four courses of a cultural or literary nature
Music: three additional courses
Philosophy: four courses
Religion: four courses

Certain cognate courses are *strongly recommended* as follows:

Acting/Directing

AR 101 Introduction to Art

MU 101 Introduction to Music

PA 233 Art and Philosophy

1 additional term of dance

Design/Production

AR 209-10 Introduction to Design

MU 101 Introduction to Music

1 other term of studio art

DEPARTMENTAL COURSES

TH 102 Acting I (Formerly TH 146) Fall and Spring

Rigorous physical and psychophysical exercises attempt to break through the cultural and psychological barriers that inhibit an open responsiveness to impulses, to the environment, and to others. Attempt is made to free personal response within improvised scenes and, eventually, within the narrative structure of a naturalistic scene. Attention is given to various theories of acting technique. Mr. Sprigg

TH 116 History of Drama as Theatre I (Formerly TH 141) Fall

Selected dramatic masterpieces from ancient Greece to the time of Shakespeare will be studied to discover how a play communicates to its audience under the conditions of its original performance. Attention will be given to the nature of the stage and staging conventions, the visual and aural experience suggested by the script, and the evolving relationship between text, stage, audience, and society. Mr. Sprigg

TH 126 History of Drama as Theatre II (Formerly TH 142) Spring

The study begun in TH 116 will be continued using selected dramatic masterpieces from the time of Moliere to the present. It is preferable but not necessary to have taken the previous course. Mr. Sprigg

TH 202 Acting II (new course) Fall

Emphasis is upon developing and expanding the skills introduced in *Acting I* using different styles of dramatic texts. Attention will be given to scene analysis, character portrayal, and physical and vocal technique. Exercises and scenes will be used to explore the special problems of playing Chekhov, Brecht, Moliere, and Shakespeare. (TH 102 *and* permission.) Mr. Sprigg

TH 213 Stages and Lighting Design (Formerly TH 249/252) Fall

This course starts with an examination of the theories underlying the shapes, features and major items of equipment of typical stages. For most of the term, the focus is on stage lighting theory and design practice, leading to the planning and preparation of the light plot for various stage forms. Mr. Potter

TH 214 Directing I (Formerly TH 245) Fall

An approach to directing based on analysis of the play leading to development of a concept for production. During the first part of the course selected plays will be analyzed to determine performance area, characterizations, and action as related to the production concept. The second part of the course will deal with the directorial process from the time the play is cast to the first performance before an audience. Projects in analysis will lead to assignments in use of space and movement followed by direction of short scenes. Mr. Volkert

[TH 216 19th Century Drama (Formerly TH 235)]

TH 221 Scene Design (Formerly TH 250) Spring

A series of readings, discussions, exercises and projects in which historical and contemporary methods of developing scenic schemes are examined in relation to the play, the theatre and the director's concept. Emphasis is on scenic forms and styles as expressive, interpretive elements in production planning. Previous experience in drawing not necessary. (TH 116 and TH 126, or permission.) Mr. Potter

TH 224 Directing II (Formerly TH 346) Spring

An exploration of modern directorial approaches to interpreting contemporary and traditional drama. A major portion of the course involves intensive work on scenes from high

comedy, farce, Shakespearean comedy and tragedy, and a recent avant garde play. These experiments will focus on the relationship of the production concept and the physical, spatial and vocal interpretation of each scene. (TH 214 *or* permission.) Mr. Volkert

TH 316 American Drama (Formerly TH 327) Fall

A study of American drama viewed within the context of social and theatrical change. A few selected early plays are included, but primary emphasis is on important writers since Eugene O'Neill's innovations of the 20's. Critical reports, slides and recordings will be used as supplementary reference. Mr. Volkert

TH 325 Costume Design (Formerly TH 251) Spring

An introduction to costume planning and design. Study of period dress, design and composition, drawing and rendering techniques, fabrics, patterns and theatrical style as they relate to the play, the interpretation and the occasion. Previous experience in drawing is helpful. (TH 116 and TH 126, or permission.) Mr. Potter

TH 326 Modern Drama (Formerly TH 326) Spring

A study of representative playwrights whose ideas and dramatic form have shaped our contemporary drama. The playwrights vision of his play in performance as well as critical evaluations of his work will be examined. Mr. Volkert

PRODUCTION STUDIOS

Production Studios are offered in conjunction with each major production. The cast and staff are admitted to the course following try-outs and interviews prior to registration. (Permission required.)

TH 210 Production Studio: Acting/Directing (Formerly TH 441) Fall

The cast, stage manager and assistant director work as individuals and as part of a "company" interpreting the play. Initial meetings of the entire group are scheduled for study of the play. Intensive rehearsals for one or more individuals, rehearsals of the ensemble and performances complete the schedule. Appropriate written work may be required as a part of each participant's preparation.

Tryouts for the fall play are held in April or May. Tryouts for the spring and winter terms are held in December. Candidates for stage manager and assistant director should apply to the production director. Mr. Volkert

TH 219 Production Studio: Design/Production (Formerly TH 442) Fall

An overview of the production process, from planning to strike. Beginning students pursue their interests in two or more areas; more experienced students concentrate their efforts in one or two areas with more responsibility. May be re-elected for credit after one of these prerequisites is met: either, one design course (TH 213, 221, or 325) or, two extracurricular crews of record. Mr. Potter

TH 220 Production Studio: Acting/Directing (Formerly TH 443) Spring
Mr. Sprigg

TH 229 Production Studio: Design/Production (Formerly TH 444) Spring
Mr. Potter

TH 500 Intermediate Independent Project Fall and Spring

Majors in their Junior year should submit proposal forms to project adviser at least two weeks prior to registration. Proposals will conform to *Handbook* "500" Courses ('75-6: p. 41) regulations. Projects for production will be developed as outlined in *Guidelines for Student Participation* (Oct. '75), q.v. Staff

TH 700 Senior Project Fall and Spring

Senior majors should submit proposals in spring of their junior year, three weeks prior to registration.

For essays or theoretical projects register for Fall and Winter Terms. These will be due the third Friday in January.

For production projects register with reference to the production schedule (e.g. Fall/Winter or Winter/Spring). These will be developed as outlined in *Guidelines for Student Participation* (Oct. '75), q.v.
Staff

See also Division of Humanities.

PROGRAM IN CHINESE STUDIES

The College has added a series of courses in Chinese to the existing curriculum in foreign language studies. Chinese is not new to Middlebury as the College has had an active program of studies during the summer. The academic year program will provide additional opportunities for the student to participate in Chinese studies at various levels. Combined with the Chinese School summer curriculum, students may enroll in beginning, intermediate and advanced courses. During the 1976-77 academic year the following courses will be offered:

CS 101 Beginning Chinese Fall

An introduction to Mandarin (the official modern language of China, also known as *Gwoyeu* or *putonghua).* The course begins with phonetics, romanization, Chinese characters and simple vocabulary items. Sentence patterns and other fundamentals of speaking, reading and writing will be taught along with the simplified characters in use on the Chinese mainland. Written exercises, drill sessions, quizzes and tape recordings will accompany each lesson. Students will have an active knowledge of 600 Chinese characters and more than 1000 words by the end of 102. Additional drill hours to be arranged.
Mr. Berninghausen

CS 251 Intermediate Chinese Fall

This course is designed to enable the student to converse in everyday Chinese and to read simple texts in Chinese (both standard and simplified characters). Discussion of assigned readings will be conducted primarily in Chinese and familiarity with the vocabulary and grammar introduced in Chinese 101 and 102 is assumed. Grammatical explanation, written exercises, dictation quizzes, sentence patterns, oral drill and tapes will accompany the assignments from the two main texts: *Twenty Lectures in Chinese Culture* and *Chinese Reader (I & II).* At the end of the course (252) students will be able to read and write approximately 1600 characters. Additional drill hours to be arranged.
Mr. Berninghausen

FL 220 Modern Asian Fiction in Translation Fall

A selection of translated works from twentieth century Asia characterized by high literary merit and historical significance. Included will be works by Japanese writers Yukio Mishima, Junichiro Tanizaki and Yasunari Kawabata; Trem Chand, Raja Rao and Kamala Markandaya of India; and from China Lu Hsun, Mao Dun and Ta Chin. The course will also include comparison of the above Asian writers with novels by certain Western authors which also treat the turbulent changes of twentieth century Asia, ie., Pearl Buck, George Orwell, Graham Greene, Andre Malraux, etc. The course format centers on discussion of each assigned work with prefatory remarks by instructor and short written analyses by students. Mr. Berninghausen

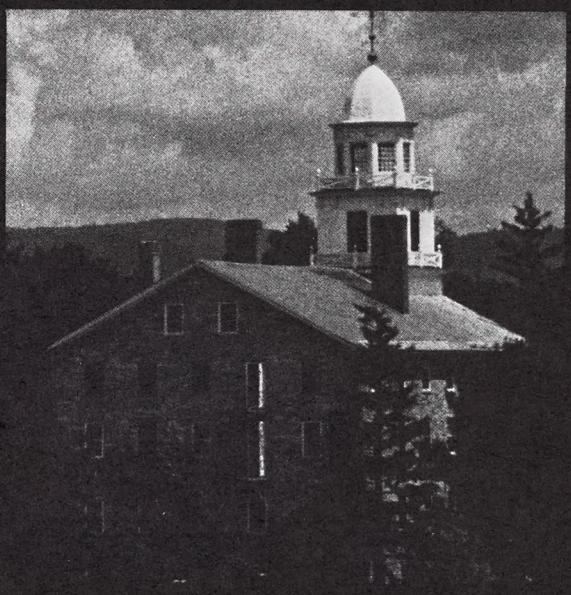
PROGRAM OF MILITARY SCIENCE

The objective of a Senior Division Army Reserve Officers' Training Corps (ROTC) unit, organized under the provisions of the National Defense Act of 1916 and amendments thereto, is to provide a program which will attract, motivate, and prepare selected students with potential to serve as commissioned officers in the Army Reserve or Regular Army. The ROTC curriculum at Middlebury provides a flexible program of instruction designed to complement the student's civilian goal of acquiring a baccalaureate degree in a course of study of his choosing by enabling him to develop those attitudes and qualities that will facilitate transition to military service. Credit for previous active duty military service and ROTC training will be granted in accordance

with current Department of the Army regulations. Uniforms, books, and equipment are furnished by Department of the Army at no cost to the student.

The Program of Military Science will be discontinued at Middlebury College at the end of the 1976-77 academic year. For those students enrolled in the Program, consult the 1976-77 *Registration Catalogue*.

SECTION III



GENERAL INFORMATION

SECTION III

GENERAL INFORMATION

The College

THE HISTORY OF MIDDLEBURY COLLEGE

Middlebury College was an indigenous product of 19th century democracy, financed from the thin purses of local citizens, and expressive of multi-form culture brought from southern New England. Greek and Latin were the core of the early curriculum. A disciplinary system, based on the temper of the law of Moses and the text of Yale College rules and regulations, kept a student's nose to the academic grindstone. Students were their own janitors, laid their own hearth fires, lugged their water from outdoor cisterns, often cooked their own meals. Daily chapel prayers before dawn began the day and a daily chapel service at dusk ended it. Women were admitted in 1883. In 1909, Joseph Battell gave the College the land for the additional residences and facilities which a co-educational College required. The Middlebury College Language Schools of English, French, German, Italian, Russian, and Spanish, which began with a German session in 1915, have achieved international reputation. In 1966, Chinese was added, in 1970, Japanese. The Bread Loaf School of English and the Bread Loaf Writers' Conference at the College's mountain campus have served as models for similar undertakings in various parts of the country. In 1949, the Graduate School of French in Paris was inaugurated, followed by the Graduate School of Spanish in Madrid, German in Mainz and Italian in Florence.

EDUCATIONAL PURPOSE

Middlebury College believes in the importance of the liberal arts and the liberal sciences. It believes that the central purpose of undergraduate education is the development of the human mind as broadly and as deeply as possible. The most compelling argument for the liberal arts is that besides providing the pleasure of doing something well, they enlarge the intellect and interests and bring an awareness of the concerns and problems of the rest of the community. The College aims to prepare its 1800 students through study of the humanities and languages, and through the disciplines of the social and natural sciences, to respond intelligently to an ever-changing social, political, and scientific world. In this liberal environment the student comes to an awareness of his cultural heritage, the relation of his special field to his heritage, an understanding of the physical world in which he lives, and an ability to think analytically and critically.

Middlebury College hopes to unlock the capacities and powers of its students in rational thinking, curiosity, imagination, and sensitivity, and to direct these human energies not only toward education as a continuing process of self-education, but also toward social responsibility and leadership. This concept rests firmly on the base of an identifiable liberal tradition, a rational philosophy, and a belief that has been cherished and cultivated for 176 years at Middlebury.

LOCATION

Middlebury College is located on a broad hill overlooking a typical Vermont village and a wide sweep of Champlain Valley, with the Green Mountains visible to the east and the Adirondacks to the west. The campus includes about 500 acres for buildings, athletic grounds, and Otter Creek shoreline, and a mountain campus ten miles to the east. The United States Government maintains an adjacent area, formerly owned by the College, as part of the Green Mountain National Forest.

Facilities

THE EGBERT STARR LIBRARY

The building was erected in 1900 with funds bequeathed by Egbert Starr; its capacity was doubled in 1925, with the addition of two wings given by his son, Dr. M. Allen Starr. The work of remodeling of the main building and adding new wings was completed in 1962.

The Library plays a central role in the academic life of the College by providing materials and services to support the teaching and research needs of students and faculty. Its collection which contains approximately 300,000 volumes is available in open stacks, seven days a week. The growing periodical collection includes current subscriptions to more than 1500 journals. Extensive files of American and foreign periodicals and newspapers dating back to the early 18th century are preserved on microfilm.

The Music Library, located in Johnson Memorial Building containing monographs, recordings and scores, provides facilities for listening and study. Books and periodicals relating to the sciences are housed in the Science Center.

Middlebury cooperates with other libraries through a teletype network and is a member of the New England Library Information Network (NELINET) a system devoted to computer-assisted bibliographic services.

The Abernethy Library, a special collection of American literature, is built around the nucleus of books and manuscripts bequeathed in 1923 by Dr. Julian W. Abernethy. It now contains over 10,000 volumes, chiefly in first edition, many of them rare, and about 1,000 manuscripts, mostly autographed letters of American authors. Especially strong are the materials relating to Thoreau, Emerson, and other Concord writers. Frank D. Abernethy, brother of the first donor, furnished a room where the collection is housed and where it is available to all students, faculty, and qualified visitors.

A part of the Abernethy Library, the Robert Frost Room has 300 volumes of Frost's books and books on Frost, most of them autographed. In addition, chiefly through the efforts of Mrs. Corinne Tennyson Davids, the collection includes about 2,800 items of such Frostiana as pamphlets and periodicals containing the poet's work, book reviews, news items, photographs, college bulletins, sheet music of his poetry, tape and disc recordings, and original manuscripts.

Special library collections also include early Vermont imprints, materials relating to Vermont, to Middlebury, and to Middlebury College, incunabula, and rare books and manuscripts in various subject fields. The Special Collections of the Starr Library are open during regular hours to all interested and qualified users.

A collection unique in its field is the Helen Hartness Flanders Ballad Collection of over 9,500 New England items, including Child Ballads, ballads and folk songs of British and American origin, religious songs, fiddle-tunes and call-sets which have been recovered through oral transmission. There are about 4,400 mechanical recordings. It's library contains rare books, broadsides, chap-books, manuscripts, books on folklore as well as American and British regional collection and current folk song journals.

COMPUTER FACILITY

The College provides open access computing to all students and faculty by means of a Digital PDP-11/45 computer, running the RSTS/E timesharing system. Terminals are available in the Voter Hall Computer Center during the academic year. Languages supported include BASIC-PLUS, FORTRAN IV, and MACRO-11 (the PDP-11 Assembly Language). There is limited graphics support, as well as a data link to a laboratory based PDP-11 in the Science Center. Although the hardware is relatively new, the concept of interactive computing

integrated into the curriculum is not new for the College. As early as 1966 departments in the Social and Natural Sciences began making use of the computer in their courses with consoles on line to a remote computer. Today it is used as a tool for statistical analysis, for simulation, and for processing of laboratory data. In many areas such as contemporary political and social analysis, the ability to analyze data of current interest has given a new excitement and relevance to course work. These courses are complemented by regularly offered introductory courses in computer programming and applications. For those students wishing more advanced work, Winter Term and Independent Study projects offer excellent opportunities.

BUILDINGS

Atwater and **Davis Houses** (1975), a pair of wood frame dormitories of hyperbolic paraboloid design, each accommodating thirty students, are located immediately north of Cook, Freeman, and Hamlin Halls. They are named for the first two presidents of the College.

Adirondack House (1909) houses faculty offices, the Placement Office, and the Black Cultural Center.

Administration Building (1836). The Old Chapel, built of grey limestone and for years used as the chief recitation hall, was completely remodeled in 1941 and turned over to administrative offices. Here are located the Old Chapel Room and the offices of the President, Vice Presidents, the Treasurer, the Deans, the Comptroller, other administrative offices, and two seminar rooms assigned to general academic use.

Allen Hall (1963) is constructed of slate from Fair Haven, the home for many years of Cecile Child Allen, '01, in whose memory it is named. It houses seventy students.

Battell Halls (1950 and 1955) are located on the approach to the Chateau and east of Pearsons Hall. They are constructed of grey limestone and house two hundred and fifty students.

Bread Loaf Campus. Located twelve miles to the east of the Town of Middlebury, this extensive tract of land and group of buildings, comprised of an inn and surrounding cottages, was willed to the College in 1915 by Colonel Joseph Battell; and has since been augmented by the construction of a library, a little theatre, and other housing accommodations.

Carr Hall (1951), located on College Street east of Forest Hall, is a two-story limestone building constructed in memory of Reid Langdon Carr '01, a former Trustee. Used for the Fine Arts for nearly twenty years, it was converted in 1968 to use as a College Infirmary.

The Chateau (1925). Middlebury College was a pioneer in the plan of the separate language house, where the residents use the foreign language exclusively while in the building. The Chateau is one of the oldest and still the largest "maison francaise" in the United States. Its architecture was inspired by the Pavillon Henri IV of the palace of Fontainebleau. The Chateau contains a large salon and a Salon Louis XVI with authentic panels from the Hotel Crillon in Paris and furnishings of the period, a library, classrooms, offices, a dining room and rooms for forty-eight students.

Cook Society (1970), named after Reginald C. "Doc" Cook '24, Litt.D. '60, one of Middlebury's most distinguished faculty members who served on the faculty for forty years and as Director of the Bread Loaf School of English from 1946 to 1964. The Cook Society is one of three new student society buildings which bring together the academic, dining and social programs of the College.

Charles A. Dana Auditorium, completed in September 1965, and named in honor of Mr. Dana, benefactor of the College, is a fine modern 270-place amphitheatre. Functioning as a part of the Sunderland Language Schools, but used by the whole College for concerts, lectures and other academic and cultural meetings.

The Deanery and the Faculty House. The acquisition and restoration of these two brick buildings adjoining the campus, built about the time of the founding of the College, was made possible in 1966 by the gifts of an anonymous donor interested in restoring and preserving outstanding specimens of early American architecture. The Deanery is a guest house for visitors to the campus. The Faculty House provides housing accommodations for members of the faculty and staff.

Forest Hall (1936) is a dormitory constructed of grey limestone and containing sixty-three suites of two rooms and connecting lavatory, attractive reception rooms and office for the Development and Alumni Operations. It was built with funds derived from the sale of a large acreage of mountain forest to the Federal Government.

Freeman Society (1970), named after Stephen A. Freeman, Litt. D, a faculty member and member of the Middlebury staff for over forty-five years, Director of the Summer Language Schools from 1946 to 1970, and Vice President from 1943 to 1963. The Freeman Society is one of three new student societies which brings together the academic, dining, and social programs of the College.

Robert Frost Memorial. The cabin and other buildings which Mr. Frost used as his summer home in Ripton, adjoining the Bread Loaf Campus and known as the Homer Noble Farm, were acquired by the College in 1966 through the gift of a generous benefactor.

Gifford Hall (1940), a five-story grey limestone dormitory overlooking the campus, was the memorial gift of the late Mrs. James M. Gifford, widow of a long-time Trustee of the College, housing one hundred fifty-eight students.

Hadley Hall (1969), named after Egbert C. Hadley '10 LL.D. '68 who served on the Board of Trustees for over thirty years, twenty-four as Chairman of the Board and who traces back a virtually continuous line of Trustees associated with his family from Thomas Abbott Merrill who joined the Board in 1806 after being a tutor at the College in 1804-05 through Peter Starr (member of the Board 1819-1860), Charles J. Starr (member of the Board 1855-1893), and M. Allen Starr (member of the Board 1898-1932). Hadley Hall is a residence for one hundred and thirty-two students located on a high ridge beyond Pearsons with magnificent views of the Adirondacks and the Green Mountains.

Hamlin Society (1970), named after Cyrus Hamlin, President of the College from 1880 to 1885 and under whose administration women were first admitted to Middlebury. The Hamlin Society is one of three new student societies that bring together the academic, dining, and social programs of the College.

Hepburn Hall (1916), the gift of A. Barton Hepburn '71, is a five-story dormitory for one hundred and thirty-nine students, constructed of grey brick on one of the highest points of the campus. It was completely renovated and remodeled in 1958-59.

Christian A. Johnson Memorial Building (1968). The gift of the Christian A. Johnson Endeavor Foundation, presented by Mrs. Johnson in memory of her husband, expresses in its handsome and generous architecture Middlebury's deep commitment to the programs in Art and Music which are located in the building. A large recital hall, the Johnson Gallery for exhibits of art, studios for painting, design, graphics and sculpture, practice rooms for instrument and voice as well as a library and classroom facilities ring the great three-story exhibition hall. The building is located on the site of the former music studios south of Wright Memorial Theatre.

Kelly Hall (1971), a residence hall for seventy-seven students, located on the western edge of the campus and commanding a superb view of both the Adirondacks and the Green Mountains, is joined to Lang Hall by connecting common rooms. Kelly Hall is named after Elizabeth Baker Kelly, L.H.D. '70, who served in the Administration from 1946 to her retirement in 1970 — most of that time as Dean of Women.

Lang Hall (1971), named after Fred P. Lang '17, LL.D. '71, Trustee of Middlebury College from 1940 until his death in 1975. "Ted" Lang served his alma mater in roles ranging from football lineman to Treasurer over a span of fifty years. Lang Hall accommodates sixty-one students.

Mead Memorial Chapel (1916). This colonial white marble structure of the New England meeting house type, the gift of John A. Mead '64, stands on the highest eminence of the campus, and the light which shines nightly from its spire is a county landmark. Across its facade are chiseled the words "The Strength of the Hills Is His Also." The chancel has accommodations for a vested student choir and contains a new pipe organ. In the tower is a carillon of eleven bells which are played daily by a student while the College is in session. The small Sunderland Memorial Chapel is used for private devotion and special services.

Milliken Hall (1969), named after the late Gertrude Cornish Milliken '01, Ed.D. '47 who was the first woman to serve on the Board of Trustees of the College. Located on a high ridge north of Pearsons Hall with a commanding view along the Champlain Valley, is a residence for one hundred-eleven students.

Munroe Hall (1941). Many of the departments have their classrooms and offices in Munroe Hall, the gift of the late Charles A. Munroe '96, a former Trustee. The interior is modern while the exterior of grey limestone and marble trim conforms with the general colonial architecture of the older buildings.

The Observatory (1937) has a revolving dome and a mounted machine-driven Newtonian type 12-inch reflecting telescope, which maintains an unobstructed view of the skies.

Painter Hall (1815) is the oldest college building in Vermont and a fine example of sturdy New England architecture. It bears the name of a founder and first benefactor of the College. Completely remodeled in 1936, it is a dormitory housing sixty-five students.

Pearsons Hall (1911), a marble building of colonial design which commands a view of both the Adirondacks and the Green Mountains, is a dormitory for seventy students.

Porter Hospital (1925) is a fireproof brick building with a beautiful view of the Green Mountains, the gift of William H. Porter to the College, for use by the College and the residents of Addison County. In 1960 the building was completely renovated and a substantial wing was added. The Hospital has a 47 bed capacity, modern equipment, graduate nurses always on duty, resident surgeons, and the College physician and others on call.

Redfield Proctor Hall (1960), named in honor of the late Governor Redfield Proctor, Trustee and benefactor of the College, is the Dining Hall—Student Center. It contains student lounges and offices, a Bookstore, the College Radio Station, offices of the Chaplain, Director of Food Service, and other facilities. The large dining room, accommodating four hundred students by counter-buffet service, permits the entire freshman class, both men and women, to eat together during their first year in College.

Ross Lounge, connecting Hadley and Milliken Halls, is named in honor of the late Eleanor S. Ross '95, Dean of Women from 1916 to 1944.

Science Center (1968). Located on the lower campus below Warner Hall, the Science Center houses the departments of Chemistry, Biology, Geology and Physics.

The Service Building and Heating Plant. Originally constructed in 1912, the Heating Plant has been increased in capacity to generate steam for distribution to all main campus buildings. The Service Building has quarters for administrative and shop operations. The offices of Assistant Treasurer and Budget Director, Business Manager, and the departments of Personnel, Purchasing, and Buildings and Grounds are located here.

Starr Hall (1861) was erected to complete "Old Stone Row"—Painter, Old Chapel, and Starr — and was rebuilt four years later after a fire. It was completely remodeled in 1946 and is a dormitory housing sixty-eight students.

Starr Library (1900), including also the Abernethy Library and other collections, is described on page 107.

Neil Starr Shelter (1963) is described on page 166.

Stewart Hall (1956) is a modern dormitory of Vermont limestone containing accommodations for one hundred and fifty-two students in double rooms and an apartment for a resident. Located on the upper campus south of Hepburn Hall, it enjoys views of both the Green Mountains and the Adirondacks. It is named in recognition of the Stewart family's long history of service to Middlebury College.

Sunderland Language Center (1965), named in honor of the late Edwin S. S. Sunderland '11, Trustee and benefactor of the College, is the headquarters with offices of the Foreign Language Division and the Language Schools. Its modern audio-visual classrooms and the Freeman Laboratory comprising recording and transmission studios, connecting with 63 library-type cubicles equipped with the latest devices for individual language study make this the finest Language Center in the country.

Voter Hall (1913), named after the late Perley C. Voter for many years Professor of Chemistry at the College. Voter Hall after extensive reconstruction in 1970 serves as a residence hall for fifty-eight students, with Data Processing on ground level.

Warner Science Hall (1901) houses the lecture rooms, laboratories, and offices for Psychology, Geography and Mathematics. It was built through the benefactions of Ezra J. Warner, 1861, as a memorial to his father, once a Trustee of the College. A modern greenhouse has been added to the equipment for the courses in botany.

The Emma Willard House (acquired in 1959), where Emma Hart Willard established her Female Seminary in 1914, is occupied by the offices of the Directors of Admissions and Financial Aid.

Wright Memorial Theatre (1958), the drama and speech center, includes a 400-seat auditorium, a drama workshop, rehearsal rooms, debate rooms, classrooms and faculty offices. The building is named to honor Charles Baker Wright, Professor of Rhetoric and English Literature at Middlebury from 1885 to 1920.

ATHLETIC FACILITIES

The World War II Memorial Field House (1949) is a building 400 feet by 120 feet, located on South Main Street. Adjacent are Paris Fletcher Field House and Porter Field, Wilson Field, and the Fred D. Lang Memorial Field. Accommodations in this building provide for large assemblies, dances, an indoor skating rink with artificial ice, regulation and practice basketball courts, badminton, tennis, and volley ball courts, offices for members of the departments of Physical Education for men and for women, shower and locker rooms for men and women students, and other facilities.

Paris Fletcher Field House (1974). Immediately adjoining Memorial Field House, this building, providing an unbroken span of 42,250 square feet of playing and exercise space, is named in honor of Paris Fletcher '24, LL.D. '76, an emeritus member of the Board of Trustees. Basically a covered playing field, it serves a wide variety of coeducational uses, for physical education classes and recreational, intramural, and intercollegiate sports, including indoor track. The building contains one double and six single squash courts.

Beyond Paris Fletcher Field House is the **Middlebury College Golf Course,** a nine-hole course owned and operated by the College, currently being irrigated and expanded to eighteen holes.

The Porter Athletic Field of about eighty acres contains a quarter-mile cinder track, a baseball diamond, the football field, practice fields, and bleachers. The Fred Davis Lang Memorial Field, situated east of the Memorial Field House, consists of approximately four acres of playing fields available for intramural sports. The Wilson Field, given by the late Colonel Joseph A. Wilson '16, is used for soccer and lacrosse contests. The campus also has a large playing area for women's outdoor sports, field hockey, lacrosse, softball and golf practice. Sixteen outdoor tennis courts are located on the main campus and three at Bread Loaf.

The mountain campus includes the **Middlebury College Snow Bowl** containing a 4200-foot double chair lift, three Poma ski lifts, fourteen slalom and downhill trails and slopes, and three jumps. The 3200-foot Poma lift was the first installed by any college and the 55-meter Gignac Memorial Jump is the largest collegiate jump in the country. The **Neil Starr Shelter,** which serves as a base building, contains first aid and food service facilities, and a library reading room. Its glass-walled main floor, balcony, and terrace afford a magnificent view of the lifts, slopes, and jumps. Cross country ski trails connect the Snow Bowl with the Bread Loaf Campus, where a 15-kilometer racing trail is maintained.

McCullough Gymnasium (1912) is of marble in colonial style and contains facilities for squash and handball, dance, and other indoor activities. Offices, lecture room, lounge, and locker rooms are included.

The Arthur M. Brown Swimming Pool (1963), meeting N.C.A.A. competition requirements, is for the use of the entire College. It was added to the McCullough Gymnasium through the generosity of Mr. and Mrs. John Kruesi and a bequest of Malcolm T. Anderson '25, and is named for Arthur M. Brown, Director of Athletics from 1918 to 1956.

Expenses and Financial Assistance

EXPENSES

No precise statement can be made regarding the cost of a year at Middlebury. The College offers a limited amount of financial aid to students with demonstrated need. The Director of Financial Aid endeavors to assist undergraduates in finding remunerative work both on the campus and in town.

A fairly accurate estimate of a year's expenses may be made from the following list of standard charges for 1976-77:

Comprehensive Fee	$5,300
Student Activities Fee	38
Sickness Insurance	30

The Comprehensive Fee includes tuition, room, board, health services and certain fees in respect to special obligations of the College. Credits for students excused by the Dean of Students from residing or taking their meals in college facilities will be $575 and $700, respectively for students living/eating in one of the six fraternities; and $525 and $675 respectively for those living/eating elsewhere. Travel, textbooks, clothing, social dues and assessments must also be considered in estimating a year's expenses.

The Comprehensive Fee for the year is billed in two installments, the first due September 1, and the second January 30. The applicable portion of matriculation and re-enrollment deposits, financial aid grants, student loans, and of any payments received in advance from such sources as Insured Tuition Payment Plan appear as credits on term bills; as do the aforementioned credits for those not residing or taking their meals in College facilities.

For graduate and special students, tuition is charged at the single course rate of $450. For students doing work in practical or applied music, the established fee for private instruction will normally be assessed. An administrative fee of $100 will apply to each 555 Course which the Administration Committee approves.

The Comprehensive Fee includes a provision for the fixed expenses of the Student Societies. For Federal Income Tax purposes $70 may be included as medical expense when deductions are itemized. This portion of the Comprehensive Fee provides for various health services including enrollment in a one-year accident insurance plan. The Comprehensive Fee also includes the $42 Student Center Fee.

Each matriculating student is issued an identification card intended to serve for his entire undergraduate course. When, on authorization of the Dean of Students, a lost identification card is replaced, a charge of $5 is made.

A rebate of $12 per week may be allowed for absence from dining halls for two consecutive weeks or longer up to a maximum of $165 per semester when prior notice of such absence is given to and approved by the Dean of Students.

A student who withdraws voluntarily from College after classes begin is refunded for board only at the $12 per week rate.

No refund of fees is made in the case of dismissal. In other cases of absence or withdrawal, refunds may be considered in accordance with the policy below.

Students who withdraw for medical reasons or serious emergencies shall forfeit the enrollment deposit ($100 for freshmen; $200 for upperclassmen) but may receive refunds for any additional amounts paid as follows:

1st week of term	80% of additional amounts paid
2nd	60%
3rd	40%
4th	20%
thereafter	Board only at the per week rate

Applications for refund should be submitted to the Dean of Students and to the extent granted will be remitted by check from the Comptroller to the person who paid the charges to

which the refund is applicable.

To the extent any refund authorized represents in whole or in part the proceeds of a Guaranteed Student Loan, the student may authorize remittance by the College to the lender or holder of the loan of all or any portion of the refund. In this event the student will be given written notice of such disbursement made on his behalf out of the proceeds of the refund.

A fee of $100 is charged students who repeat the General Examination or who resubmit their thesis and who are not enrolled in the College.

Entering students pay $100 when notifying the Admissions Department of their intent to matriculate. This deposit will be applied to the charges of the first term and is not refundable. Returning students pay a re-enrollment deposit of $200 in the Spring to be applied to the charges of the succeeding term and to be forfeited if the student fails by July 15 to notify the Dean of his intention not to return for the succeeding term.

Students may not receive grades, nor expect honorable dismissal until all financial accounts are settled.

The right is reserved to change quoted charges if necessary. The College assumes no responsibility for loss of student property through fire, theft, or disappearance.

The College issues a transcript of record on request to students wishing to transfer or to secure a statement of their course credits for any other purpose. One copy of the college record is furnished free. A fee of one dollar is charged for a duplicate of the transcript. To students who are financially indebted to the College, or to those who have not surrendered Identification Cards on leaving college, no transcript will be issued until satisfactory arrangements have been made with the Comptroller. No fee is charged for transcripts submitted to any branch of the Armed Services.

FINANCIAL AID

The goal of the Financial Aid Program at Middlebury College is to help those students with a demonstrated need who would otherwise not be able to attend college.

Subject to continuing eligibility, Financial Aid, normally including a provision for a student loan plus a grant and/or job (jobs are not usually assigned to Freshmen), is awarded for one academic year at a time. Students should not apply for any specific grant (scholarship) as appropriate assignment will be made by the College.

Middlebury College is a member of the College Scholarship Service, an activity of the College Entrance Examination Board at Princeton, New Jersey. Financial Aid awards are based on analysis by the College Scholarship Service (CSS) of the Parents' Confidential Statement (PCS) and on the College's review of the CSS determination of need.

Middlebury College requires no financial aid form other than the PCS. Parents of applicants for admission who require financial aid should submit the Confidential Statement directly to the College Scholarship Service before January 15th of the entering year. The form may be obtained from the secondary school counselor. Early Decision candidates must file the PCS before October 1 of their senior year in secondary school. Renewal forms of the PCS must be filed annually by March 1 with the College Scholarship Service.

Middlebury participates in the National Direct Student Loan, College Work-Study and Supplemental Educational Opportunity Grants Programs. Awarding of loans, jobs and grants under these Federally-sponsored programs is handled by the College Financial Aid Office. The College also certifies applications for the Federal Basic Educational Opportunity Grant Program (BEOG), the various State Guaranteed Insured Loan Programs, and in special cases will also certify applications for loans from the United Student Aid Funds Program.

As far as possible, the financial aid to upperclassmen will include the offer of campus employment. Students can expect to be assigned jobs as waiters or waitresses, research or library assistants, clerk-typists, student union desk clerks, etc. A few qualified students can find summer employment, both on and off-campus, under the Federal College Work-Study Program which also assists in financing many of the student jobs listed above. Laundry, newspaper, magazine, travel, etc., concessions are also student-operated. The better-paying

campus jobs are incorporated into the Financial Aid Program, but there are a number of lower-paying jobs that an interested student can apply for on his own initiative.

It is assumed that all Financial Aid recipients will make a contribution from summer earnings towards their College budget. The *net* summer earnings expectancies for both men and women are $600 for the pre-Freshman year and $700 for the pre-Upperclass years.

Correspondence concerning financial aid to applicants for admission should be addressed to the Director of Admissions. Similar inquiries by upper-class students should be made at the Office of Financial Aid. A pamphlet outlining the College's Financial Aid policies in detail is available from the Director of Financial Aid, Emma Willard House.

The Middlebury College Financial Aid Policy complies with the 1964 Civil Rights Act and does not discriminate on the basis of sex, race, color, national origin or religion in carrying out its college activity.

Scholarships

NAMED AND ENDOWED SCHOLARSHIPS

The following is a list of endowed and other named scholarships at Middlebury College. Candidates for financial aid need not apply for a specific grant. By applying for financial aid, an applicant will automatically be considered for an award from the appropriate scholarships listed below, or from the general scholarship fund.

The Charles A. Dana Scholarships are available to qualified sophomores, juniors, and seniors. The purpose of these scholarships is to identify and encourage students of good character with strong academic backgrounds who have given evidence of potential leadership traits during the freshman year. The scholarships range from an honorarium of $100.00 for those without financial need to the cost of tuition for those requiring such support. Each year approximately fifteen new Charles A. Dana Scholars are selected. The Charles A. Dana Foundation was established in 1950 with the scholarship program as one of its significant activities. These scholarships are among the highest honors which are awarded to students.

Betty Jean Aitchison '45 Scholarship Fund. $260,696.13. Established in 1975 under the will of Adam G. Aitchison in memory of his daughter, Betty Jean Aitchison '45. Income to be used to provide annual scholarships for worthy women students without regard to race, color, or creed.

The Cecile Child Allen Student Aid Fund. $85,910. The income to be awarded to one or more junior or senior women who need financial aid, and who are "the kind of women that Middlebury would be proud to see represent the College in the outside world."

Borden and Louise Roberts Avery '39 Fund. $2,100. Established in 1974 by Mr. and Mrs. Borden Avery, both of the Class of 1939, income to be used for partial tuition scholarships to promising young people from middle income families who need some aid. Students from Vermont are to have preference.

The Cornelia W. Bailey Fund. $33,500. Established in 1929 under her will for students of the Protestant faith, residing in Vermont.

The Baldwin Fund. $28,122. Received in 1871 from the estate of John C. Baldwin, Esq., of Orange, N.J., for men.

The Cesare Barbieri Endowment Fund, $45,000.

The Joseph Battell Scholarships. $100 awards annually, for worthy young women of Addison County.

Lea Z. Binand Scholarship Fund. $2,307.35. Established in 1956 by Mrs. Stella L. Christie. Income to be used annually for scholarship aid in the French Summer School.

Edward L. Bond Jr. Memorial Scholarship. $15,282.00. Established in 1962 in memory of Edward L. Bond Jr. '62 by his parents and friends. Income is used to aid a deserving junior or senior man possessing the qualities of campus citizenship and leadership exemplified by Ted Bond '62.

The Ezra Brainerd Scholarship. $5,010. Established in 1961 by gift of Ezra Brainerd, Jr. in memory of his father, Ezra Brainerd, Class of 1864, President of Middlebury from 1885-1908. Income is used to aid a deserving student, preferably one who is a resident of Vermont.

The Bread Loaf School of English Endowment Fund. $65,879.36. Established 1969 by the gifts of alumni and friends. Income used to provide fellowships and scholarships at Middlebury's Bread Loaf School of English.

The Bread Loaf Writers' Conference Endowment Fund. $74,745.07. Established 1960 by the gifts of Writers' Conference attendees and friends. Income used to provide fellowships, lectureships, and scholarships at each year's session of The Bread Loaf Writers' Conference.

Margaret T. Bridgman Memorial Fund. $12,402.50. Established in 1974 by her husband and friends. Income to be used for student aid at the Bread Loaf Writers' Conference.

The Elbert S. and Anna H. Brigham Scholarship Fund. $474,820.94. Established in 1953. Income to be used for scholarship awards to deserving men or women students who are residents of the State of Vermont. Tenable for four consecutive years.

The Willard Duncan Carpenter '14 Memorial Scholarship. $10,556.51. Established by Mrs. Ethel G. Storm, Class of 1916, in memory of her first husband. Income to be used for scholarships for men with preference to students from Vermont planning business careers.

Salvatore J. Castiglione Scholarship Fund. $2,787.00. Established in 1972 by Italian School Alumni. Income to be used annually for scholarship awards to worthy students in the Italian Schools.

Juan A. Centeno Memorial Fund. $2,548.95. Established in 1949 by students of the Spanish School. The income is used to provide a scholarship for a worthy student in the Spanish School.

Stella Christie Scholarship Fund. $3,131.07. Established in 1945 by Mrs. Perla P. Conover, the income to be awarded as scholarship aid to deserving students in the French Summer School.

The Charitable Society Fund. $4,012. Established in 1832, for men.

The Chester H. Clemens '33 Memorial Scholarship Fund. $2,549.35. Established in 1973 by gifts of family, classmates and friends in memory of Chester H. Clemens '33. Income to be used annually for scholarship awards to worthy young men and women.

The Chester H. Clemens '33 and Eleanor B. Clemens '32 Fund. $29,544.26. Established in 1971 by the late Chester H. Clemens '33. Subject to reservation of life income.

Winifred Coffin and Beatrice Taft Scholarship Fund. $13,721.33. Established in 1969 by the bequest of Miss Beatrice K. Taft of the Class of 1900 in her name and that of her twin sister, Mrs. Winifred Taft Coffin of the Class of 1900. Income to be awarded to a deserving girl from New Hampshire.

Almy D. Coggeshall '40 Scholarship Fund. $3,908.25. Established in 1974 by Almy D. Coggeshall '40.

Colby Fund. $30,038.44. Established in 1970 by the bequest of Mabel Colby. Income to be used for deserving and needy students from the towns of Lincoln, Sudbury, Orwell and Bristol, Vermont. The student selected for this aid shall be chosen from the towns in the foregoing order.

Edward J. Cooperstein '46 Scholarship Fund. $5,000.00. Established in 1972 by Edward Cooperstein '46. Income to be awarded annually to worthy students.

Kay Corrigan Scholarship Fund. $1,000. Established in 1966 by a bequest under the will of Miss Agnes T. Danehy. Income to be used for scholarship awards to deserving women students in the College who exemplify the character of Kay Corrigan, '56.

The Annie L. Cox Scholarship Fund. $2,500. Established for "a worthy student manifesting decided ability in some line of study, preferably a student of Italian parentage."

George C. Dade '15 Memorial Scholarship Fund. $25,000. Established in 1965 by the gift of Mrs. George C. Dade to provide scholarship aid for worthy young men and women.

The Wilfred E. Davison Scholarship Fund. $1,632. Established in 1936 by bequest of Frank P. Davison of Cabot, for men.

Clifford T. Day Undergraduate Scholarship Fund. $1,229.89. Established in 1970 by the bequest of Clarence T. Day. Income to be used to assist an undergraduate male student who maintains good grades and has evidence of good character and future leadership.

The Alcide De Gasperi Scholarship Fund. $137.50. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

The Dr. Ralph B. DeLano Scholarship Fund. $10,000. Established in 1950. Subject to a reservation of life income.

Delta Kappa Epsilon Scholarship Fund. $9,316.66. The income to be awarded to a member of the Delta Kappa Epsilon Fraternity at Middlebury College.

Constance Barker Diss Student Aid Fund. $352,469.54. Established in 1967 by a bequest under the will of Mrs. Constance Barker Diss, 1900. Income to be used for financial aid to deserving students.

The Erwin Ewald Drost Memorial Fund. $750. Established in 1944 by Mrs. Marguerite Jahr, Mrs. Winnie Wiesenthal, Mrs. Clara Comstock, and Miss Emma C. Drost, in memory of their brother, Erwin Ewald Drost, class of 1924.

Dean S. Edmonds Scholarship Fund. $57,848.02. Established in 1953. "Income from fund to be used by Middlebury College as it shall determine as financial aid to students at Middlebury College, giving preference to male students and to students of the sciences, more particularly physics, including electronics."

The Eunice S. Eldredge '11 Fund. $10,343.44. Established by Mrs. Eunice Smith Eldredge '11. Subject to reservation of life income.

Grace M. Ellis Scholarship Fund. $3,834.12. Established in 1966 by the Worcester County Alumnae Association in memory of Grace M. Ellis. Income to be used each year for a scholarship award to a woman undergraduate with preference to a woman from Worcester County, Massachusetts.

Sidney Ender Scholarship Fund. $2,500. Established in 1974 by Sidney Ender. Income to be used for scholarships for Canadians with preference for students from Quebec.

The Katherine Ball Everitt '17 Memorial and Helen E. Law Scholarship Fund. $10,722.31. Established by George L. Everitt. Subject to reservation of life income.

The Fairbanks Scholarships. $2,000. Established by Thaddeus Fairbanks, Esq., of St. Johnsbury,for men.

'45 Discretionary Scholarship Fund. $5,481.25. Established anonymously in 1973. Income to be used annually for partial tuition scholarships to young people whose attendance will contribute to broadening the socio-economic composition of the student body attending Middlebury. Thus, it is not intended primarily to assist those in severe financial need, but is to be utilized to influence the mix of students attending Middlebury by assisting those who need at least some financial aid.

Rollo J. Francisco Scholarship Fund. $17,919.70. Established under the will of the late Rollo J. Francisco of Rutland, Vermont, in 1951.

E. Chester "Ben" Franklin '21 Scholarship. $20,000. Established in 1962 by Miss Helen A. Franklin in memory of her brother. First preference is to be given to descendants of Ernest Chester Franklin and then to undergraduates maintaining high academic standards and participating in the athletic program of the College.

The French Center in New England Fund. $22,332.63. Established in 1976 by the gift of the French Center in New England. Income to be used annually to provide scholarships for students studying at the Middlebury French School who are French teachers or are seeking professional preparation as future teachers of French.

Friends of Skiing Scholarship Fund. $5,000. Established in 1973-74 by many of Middlebury's Friends of Skiing. Income to be used for needy students who contribute to the College's ski program.

Eben J. Fullam Scholarship. $10,000. Given in memory of Eben J. Fullam of the class of 1895 by Mrs. E. J. Fullam of Springfield, Vermont.

Alice Brooks Fuller Scholarship Fund. $15,000, "to aid worthy women preferably from Worcester County, Massachusetts."

John Hamilton Fulton Scholarship Fund. $330,098.38. Established in 1964. Income to be awarded as named scholarships for young men who are graduates of Athens College, Greece, and for young men of Scottish parentage who are graduates of schools located in Scotland or for any other qualified students.

Leon and Una Gay Scholarship Fund. $10,866.19. Established in 1964 by Leon S. Gay, income to be used for scholarships with preference to be given to students who are residents of the State of Vermont.

The William W. Gay Fund. $5,000. Established in 1929 by the gift of Mrs. Frederic F. Van de Water, Jr., in memory of her father, William W. Gay, class of 1876.

Joan F. Giambalvo Scholarship Fund. $735. Established in 1973 by Miss Adeline G. Giambalvo. Income to be used annually for scholarship aid in the Italian School.

Edward N. Gosselin Scholarship Fund. $16,039.15. Established in 1966 by Edward N. Gosselin, '15. Income to be used for scholarship awards to a senior or junior, or both, with priority to candidates from first: Rutland County, Vermont, second: State of Vermont, and third: State of Illinois.

Ivan D. and May W. Hagar Scholarship Fund. $59,783.89. Established in 1972 under the wills of May W. Hagar and Ivan D. Hagar '09. Income to be used annually for scholarships.

Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund: $2,000. Established in 1965 by H. Blakely Harris in memory of his grandparents. Income to be used for scholarship awards to worthy students.

The Homer and Katherine Harris Fund. $3,000. Established in 1965 by Mr. and Mrs. Homer B. Harris, '20 and '18, subject to reservations of life income, after which principal will be added to the Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund and the income used by and in support of the College for scholarship awards to worthy students.

Joel B. Harris Scholarship Fund. $23,000. Made available in 1937 under an annuity contract with Charles P. Harris, for the benefit of male students of the College.

Benjamin L. Haydon Scholarship Fund. $56,831.12. Bequest under the will of Elsie Haydon Cornell. "Income to be used by Middlebury College scholarships." Benjamin L. Haydon graduated from Middlebury College in 1897.

The Charles B. R. Hazeltine Fund. $14,043.35. Established in 1923 "for assisting worthy students."

Richard A. Heine Memorial Scholarship Fund. $6,210.00. Established in 1964 in memory of Richard A. Heine '64 by his parents and friends to assist a deserving undergraduate at Middlebury to complete his education.

The Waldo H. Heinrichs Scholarship Fund. $13,910.50. Established in 1956, the income to be awarded to a man or woman in the sophomore year for use in the junior year.

Elizabeth A. Hickcox and Frank B. Hickcox Memorial Scholarship Fund. $15,285.00. Established in 1965 by members of the Hickcox family, and friends.

The John A. Howe Scholarships. $3,000. Bequeathed by John A. Howe, Esq., class of 1853; the income first available for his descendants, and then under certain conditions for students from Poultney.

Moses G. Hubbard '13 Scholarship Fund. $10,000. Established in 1969 by the bequest of Mr. Moses G. Hubbard '13. Subject to life income reservation.

Merrill L. Jenkins '15 Scholarship Fund. $444.79. Established in 1973 by the bequest of Mrs. Florence E. Jenkins in memory of her husband. Income to be used for scholarship award as a part of the general scholarship program until the principal reaches $10,000.

Christian A. Johnson Memorial Scholarship Fund. $50,000. Established in 1964, for upperclass students with preference being given to those majoring in Economics.

The Frederica V. Jones Scholarship. $25,000.00. Established in 1950. The gift of Vanderbilt Webb and Cyril H. Jones. Income to be annually used as a scholarship for the benefit of any man or woman who may in the judgment of the college authorities "be deserving of this award."

The Kappa Delta Rho Scholarship Fund. $5,374.68. For worthy male students of the two upper classes majoring in science or mathematics, with preference being given to members of the Kappa Delta Rho Fraternity.

Joseph P. Kasper Scholarship. $26,690.00. Established in 1962 by the directors of the Associated Merchandising Corporation to honor Joseph P. Kasper '20 on occasion of his retirement from that Company as Chairman of the Board. Income awarded annually in equal amounts to an undergraduate man and woman.

Elizabeth B. Kelly Fund. $7,661.66. Established in 1970. Income to be used for scholarships for women students.

The John M. Kirk, Jr. Scholarship Fund. $51,525.00. Established 1975. Annual income to be used to provide scholarship assistance to Middlebury students following completion of their freshman year who have demonstrated by their performance in the classroom and laboratory and by their efforts in competitive sports that they are student athletes.

The Arnold R. LaForce '35 Scholarship Fund. $10,937.50. Established in 1976 by the gift of Robert F. Thompson to honor Arnold LaForce upon his election as Chairman of the Board of Trustees. Annual income for scholarship assistance for needy and worthy students from middle-income families.

The Sanford H. Lane Memorial Scholarship Fund. $2,000. Established in 1945, for men students.

The Ted Lang, Jr. Memorial Scholarship Fund. $53,151.67. Established in 1945 by Mr. and Mrs. Fred P. Lang of the classes of 1917 and 1915, in memory of their son, who lost his life on the battlefield in France during World War II. Income to be awarded annually to men in their Junior and Senior years who have had to work to assist themselves in acquiring their Middlebury education, and who have made a contribution to their College in extra-curricular activities, preferably athletics. It is the donors' intent that the awards permit less financial burden on the awardees in their upper class years in recognition of their determination to obtain their Middlebury degree by their own efforts and initiative.

The Fred W. Lapham '43 Fund. $9,210.87. Established in 1971 by Frederick W. Lapham, Jr. '43. Subject to reservation of life income.

Edwin W. Lawrence Scholarship Fund. $123,595.81. Established by gifts from Edwin W. Lawrence in memory of his father, George Edwin Lawrence, Class of 1867.

The Claude Levy Scholarship Fund. $4,482.00. Established in 1969. Income to be used by students enrolled in the French Summer School.

The Literary Fund. $740. Established in 1835, for men.

Dr. Nicholas Locascio Scholarship Fund. $21,603.33. Established in 1970 by Dr. Nicholas Locascio and others for scholarship aid to students in the Italian School.

Hazel MacLeod Fund. $10,575.56. Established in 1970 by the bequest of Hazel MacLeod Wills. Income to be paid to some worthy woman student for expenses other than tuition and board.

Andrew C. Marchbank '65 Memorial Scholarship Fund. $67,603.13. Established by the gifts of his parents and his uncle, Adrian Leiby '25. Income to be awarded annually to a worthy man possessing the qualities of campus citizenship and leadership exemplified by Andrew Marchbank '65.

Robert J. Marony Fund. $126,775. Income to be used annually for the support of education at Middlebury for underprivileged young men and women of the United States.

The Buren H. McCormack Scholarship Fund. $16,007.50. Established in 1972 by the bequest of Buren H. McCormack and the gifts of his family and friends. Income to be used annually for scholarship aid with preference given to a student interested in journalism.

Gertrude Cornish Milliken Scholarship Fund. $18,583.43. Established in 1964 by gifts of the Middlebury Alumnae Association and Alumnae clubs to honor Mrs. Gertrude Cornish Milliken '01. Income to be awarded to undergraduate women.

The Levi P. Morton Scholarship. $2,000. Established by Hon. Levi Parsons Morton of New York City, for men.

The National Bank of Middlebury Scholarship Fund. $6,000.00. Established by the Bank at the time of the College's 175th Anniversary. Annual income to be used to provide

scholarship assistance for a worthy student from Addison County attending Middlebury College.

WALTER J. NELSON '32 SCHOLARSHIP FUND. $30,602.20. Established in 1972 by John M. Kirk '39 and friends to honor "Duke" Nelson on his retirement from 30 years of coaching and service as Director of Intercollegiate Athletics at Middlebury College. Income to be awarded to student athletes in their Junior and Senior year, excelling in one or more sports and demonstrating good campus citizenship.

WERNER NEUSE SCHOLARSHIP FUND. $6,702.59. Established for scholarship aid to students in the German School.

THE NEW JERSEY STUDENT AID FUND. $400. For men from New Jersey.

ANNA AND LUKE J. NOLFI SCHOLARSHIP FUND. $2,500.00. Established in 1970 by Anna and Luke J. Nolfi. Income to be used to award an annual scholarship to a student enrolled in the Italian Summer School or the Graduate School of Italian in Italy.

SIDNEY NORDENSCHILD, SR., SCHOLARSHIP FUND. $11,177.45. Established in 1967 by the partners of Sidney Nordenschild, Sr., to honor his fifty years with the company and his sixty-fifth birthday. Income to be used for scholarships.

THE BERTHE O. NORMANO SCHOLARSHIP FUND. $2,000. Established in 1976 by George G. Nichols, Jr. Income to be used annually for a scholarship at the Russian School.

PETER ODABASHIAN MEMORIAL SCHOLARSHIP FUND. $1,210. Established in 1974 by gifts of his wife, students, and friends, income to provide scholarship assistance for students at the Russian School.

THE HEWITT PAGE SCHOLARSHIP FUND. $2,896.79. Established in 1964 by the gift of Hewitt E. Page '33. Income to be added to principal for first ten years, after which it shall be used with restrictions under the direction of designated college officials.

CORNELIUS R. PALMER '25 FUND. $6,200. Established by the gifts of Mr. Cornelius R. Palmer '25 in 1969. Subject to reservation of life income after which the income is to be used for scholarships for underprivileged boys and girls with preference given to graduates of schools located in Cape May County, New Jersey, or New York City.

THE PENFIELD SCHOLARSHIP. $1,000. Established by Allen Penfield, Esq., of Burlington, for men.

THE PHILADELPHIA ALUMNAE CLUB SCHOLARSHIP FUND. $1,000. Established in 1975 by the Philadelphia Alumnae Club — Suburban West. Income to be used for scholarships with first preference given to Middlebury women residing in Greater Philadelphia.

THE MILDRED H. HUBBARD PHIPPS '20 MEMORIAL SCHOLARHSIP FUND. $128,375. Established in 1974 by the gift of her brother, Oliver J. Hubbard. Income to be used annually for scholarship awards to girls from New Hampshire with first preference for award to a student from Walpole, New Hampshire.

THE DANA G. PIERCE SCHOLARSHIP FUND. $8,012.50. Established in 1951. "For men students from Rutland High School."

BLANCHE AND STEPHEN PISKOR MEMORIAL SCHOLARSHIP FUND. $3,000.00. Established in 1973 by Dr. Frank P. Piskor '37 in memory of his parents. Income to be used annually for scholarship awards.

WILLIAM H. PORTER MEMORIAL SCHOLARSHIP. $50,000. Income to be used for a tuition scholarship. Established by Helen Porter Pryibil in 1950.

THE PRESIDENT'S PURSE. $33,272.71. Established by the late Charles M. Swift, Esq., the income to be disbursed at the discretion of the President.

ANASTASIA FEODOROVA PRESSMAN MEMORIAL SCHOLARSHIP. $1,656.50. For scholarship aid to students in the Russian School.

THE FREDERIKA PROCTOR FUND. $25,000. Established in 1956, the income to be awarded as a named scholarship, to an undergraduate studying French, by the Scholarship Committee.

JAMES RICHARDSON SCHOLARSHIP FUND. $3,000.00. Established in 1924 by Mrs. James Richardson as a scholarship for the French Summer School.

JUSTIN RICKER FUNDS #1, #2, #3, #4, #5, #6, #7, #8, #9, #10, #11, AND #12. Established by Justin M. Ricker '06 subject to reservations of life income, after which the income of these funds is to be used for scholarships for male students from Bridgeport, Connecticut, or Waterbury, Vermont, or both.

The Marguerite Rogers '18 Scholarship Fund. $13,642.91. Established in 1970 by the bequest of Miss Marguerite Rogers. Income to be used for needy students.

The Richard A. Rosbeck Memorial Scholarship Fund. $6,316.50. Established in 1968 by gifts of his family and friends in memory of Richard A. Rosbeck '61 who was killed in military service in Vietnam. Income to be used each year for scholarship aid to a worthy, qualified athlete who, in addition to financial need, displays drive and determination for personal as well as team excellence in Middlebury athletics.

The Eleanor S. Ross Scholarship Fund. $12,562.63. Established by Middlebury Alumnae Association in memory of Dean Eleanor S. Ross Thomas. Awarded annually to a Middlebury senior woman and based equally on the scholarship, need, and all-around merit of the recipient.

The John W. Rowell Fund. $2,000. Established by the late Chief Justice Rowell.

The A. Bayard Russ Memorial Scholarship Fund. $5,588.93. Established in 1968 by gifts of Louise Tunnicliff '67, his parents and friends in memory of A. Bayard Russ '66 who was killed in military action in Vietnam. Income to be used each year for a scholarship award to a deserving boy showing athletic ability, good campus citizenship and the distinctive qualities of leadership and service exemplified by A. Bayard Russ '66.

Donald W. Salisbury'16 Memorial Fund.$30,059.38. Established in 1973 in memory of Donald W. Salisbury '16 by gift of his wife, Eva Leland Salisbury '17, his son, Richard J. Salisbury '45, and The Jessup Foundation, Inc. Income to be used in support of scholarships.

The Henry W. Schuettauff Scholarship Fund. $34,436.48. Established in 1968 by Henry W. Schuettauff '27.

George Robert White Scott (Class of 1864) Scholarship. $99,491.76. Established in 1958 by bequest of Dr. George Dow Scott, Class of 1895, for students of high character, irrespective of creed, color, race, or scholarship standing, preference to be given first to a student or students belonging to Alpha Mu, Chi Psi, and then to a student or students of North American Indian, Chinese or Japanese descent.

The Lynde Selden Scholarship Fund. $52,885.00. Established in 1967 by the bequest of Mrs. Lynde Selden to honor her husband, Lynde Selden LL.D. (Hon.) 1961.

The Marion Shows Fund. $698.12. Established in 1972 by various donors. Income to be used annually to assist minority students.

The Cecil C. Simmons '24 Fund. $1,000. Established in 1975 by a gift of The Serial Federal Savings and Loan Association to honor Cecil C. Simmons '24 upon the occasion of his retirement as chairman of the board.

The Bezeliel Smith Fund. $1,000. Established in 1893, for men.

Lucy S. Smith '18 Scholarship. $49,800.00. Established in 1961 for needy and deserving students.

The Jonathan Coleman Southmayd Scholarship Fund. $28,600. Established by the late Hon. Redfield Proctor, in 1922, its income first available for students (men or women) from Proctor.

The Kenneth Sozzi Memorial Scholarship Fund. $137.50. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

The A. P. Stafford Fund. $1,000. Established "to assist needy students from Wallingford to an education."

The John Wolcott Stewart Fund. $25,000. Established in 1956 by the late Philip B. Stewart in memory of his father, the income to be awarded to one or more male students in need of financial aid who, having completed one or more years' courses, have shown themselves to be of good character and worthy of continued enrollment in college.

The W. J. Stone Fund. $50,000. Established in 1965 by bequest of Wilfred J. Stone '02, the income to be used to assist Vermont male students at Middlebury College with preference to graduates of Vergennes High School or Vermont Academy.

The Subscription of 1852. $25,000. For men.

Agnes Warner Sunderland Fund. $3,000. Established by Edwin S. S. Sunderland, Esq., class of 1911, the income from which is first available for the assistance of students from Cornwall.

The Arthur Gould Tasheira Fund. $25,000, the income to be used as far as possible to provide scholarships for worthy and deserving students.

THOMAS G. THOMPSON SCHOLARSHIP FUND. $3,500. In memory of Frank Genung Thompson and Mrs. Alma C. Dow to provide two equal scholarships, one for a young man preparing for the Protestant Christian ministry, and the other a young woman.

THE LUDGER J. TOUSANT FUND. $420.41. Established by the class of 1920 in memory of their classmate—Ludger J. Tousant—killed in World War I.

THE K. P. TSOLAINOS MEMORIAL SCHOLARSHIP FUND. $80,000.00. Established in 1968 by The K. P. and Phoebe Tsolainos Foundation, Inc. in memory of K. P. Tsolainos, LL.D. (Hon) 1964. Income to be used for scholarships for students majoring in economics or history with preference to young people of Greek descent.

THE HERBERT K. TWITCHELL FUND. $2,000. Established in 1929 by a bequest received under the will of Mr. Twitchell for students from Vermont, preferably Addison County.

THE JAMES M. TYLER FUND. $1,000. For students from Vermont.

BESSIE CLARINDA VERDER '98 MEMORIAL FUND FOR WOMEN STUDENTS. $1,000. Established by Blanche Avaline Verder in memory of her sister.

THE VOTER MEMORIAL SCHOLARSHIP FUND. $1,325. The income to be used for scholarship purposes, in memory of Professor P. C. Voter, formerly Chairman of the Chemistry Department.

THE WALDO FUND. $10,130.00. Established in 1864 by bequest of Mrs. Catherine E. Waldo of Boston, for men.

THE PHOEBE KASPER WALLACH '49 MEMORIAL SCHOLARSHIP FUND. $21,809.00. Established in 1968 by gifts of her parents, Mr. and Mrs. Joseph P. Kasper '20, and friends in memory of Phoebe Kasper Wallach '49. Income to be used each year for scholarship award to an able and deserving girl.

THE WARREN FUND. $3,000. Given in 1835 by bequest of Deacon Issac Warren of Charlestown, Mass., and its income applied in payment of college bills of those who are preparing for the Gospel ministry.

THE WEB FUND. $19,542.53. Established in 1974 by Fred (Wilfred W.) Barnes '30 in memory of three of his former teachers at the High School of Commerce, Worcester, Massachusetts (1922-26), Mary Ella Whipple, Grace M. Ellis '12, and Ruth L. Boyden. Income to be used to provide scholarship assistance with first preference to needy and worthy students from Worcester County, Massachusetts, and second preference from San Diego County, California.

THE ASA WHEELOCK SCHOLARSHIP FUND. $5,000. Established under the will of Charles B. R. Hazeltine of Arlington, Mass., the income first available to Protestant students from the town of Wardsboro, and then from other small country towns in the State.

THE ALBERT HENRY WIGGIN MEMORIAL SCHOLARSHIP FUND. $102,605.00. Established in 1967 by the bequest of Mrs. Lynde Selden in memory of her father, Albert Henry Wiggin, trustee of Middlebury from 1922-1950. Added to by the Albert H. and Jessie D. Wiggin Foundation.

PERCIVAL WILDS '02 MEMORIAL SCHOLARSHIP FUND. $7,332.50. Established in 1972 by Charles M. Wilds. Income to be used annually for a scholarship award with preference to a Vermont student.

THE EMMA WILLARD SCHOLARSHIP. $2,000. Established in 1895 by the Emma Willard Association, for the benefit of deserving senior women.

THE WINDHAM COUNTY CONGREGATIONAL SCHOLARSHIP FUND. $2,000. Established in 1951. "Income first available for students proposed by the Conference."

THE HARRIET B. WINSOR SCHOLARSHIP FUND. $10,000. Established under the will of Harriet B. Winsor, of Springfield, Mass., in 1950. One-half income to provide a scholarship for men and one-half income to provide a scholarship for women.

THE CHARLES BAKER WRIGHT SCHOLARSHIPS. $64,362.50. Established in 1949. Income from fund to provide two full tuition scholarships to be awarded annually to a man and a woman in the senior class.

THE MARION L. YOUNG SCHOLARSHIP FUND. $10,004.50. Established by the Middlebury Alumnae Association in 1940. Income awarded annually to the freshman woman outstanding in scholarship, personality and athletics.

General Student Scholarship Fund. $42,938.15. The aggregate of gifts from friends to be used in making loans to students, originating with a gift from Prof. Wm. W. Eaton of $25 in 1911. Income from Fund may be used for scholarships.

The Charles A. Dana Scholarships. See first page of scholarship listings.

Davison-Foreman Foundation Grants. Available to girls working toward Middlebury degrees.

Edwin Gould Foundation Scholarships. Established by the Edwin Gould Foundation for Children. Four-year grants awarded annually to deserving students.

The Agnes M. Lindsay Awards. $8,000 annually. From the Agnes M. Lindsay Trust for scholarships for men and for women.

Charles Irwin Travelli Scholarships. Established by the Charles Irwin Travelli Fund. Four-year grants awarded annually to deserving students.

LOAN FUNDS

Alpha Sigma Phi Memorial Fund. $12,459.70. Established in 1966 as a revolving loan fund for worthy and needy male students at the College, in memory of those brothers in Alpha Sigma Phi of Middlebury College who lost their lives in World Wars I and II.

Reid L. Carr and Eleanora F. Carr Revolving Loan Fund. $12,152.33. "To help deserving students."

Joel B. Harris Student Loan Fund. A revolving fund of $7,580.57 for loans to Middlebury students.

Hazeltine Student Loan Fund. $3,453.17, received in 1923 under the will of Chas. B. R. Hazeltine and his sister, Harriet S. Hazeltine, of Arlington, Mass., "the income only to be used as a loan fund in assisting students in Middlebury College."

Elam R. Jewett Student Loan Fund. $3,000, received in 1923 from a friend. "The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to men students of the College."

Martha Jewett Nash Student Loan Fund. $3,000, received in 1923 from a friend. "The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to women students of the College."

William H. Porter Student Loan Fund. $10,140, an unconditional legacy received in 1927 under the will of William H. Porter of New York. By action of the trustees it was made the William H. Porter Student Loan Fund, the principal to be safely invested and kept intact, the interest therefrom and accretions thereto to be used for making loans to worthy men students from Vermont — first consideration being given to those from Addison County.

Justin M. Ricker Fund. $3,387.91. Established in 1956 by Justin M. Ricker, '06.

Emma Hardy Slade Student Loan Fund. $3,670.52. A revolving loan fund for both men and women, but with preference given to women. Established in 1961 by the National Society of New England Women, in honor of its founder.

PRIZES AND AWARDS

There are many generous prizes and awards for which students may compete in various ways.

Charles B. Allen Memorial Prize. In memory of "Corky" Allen, '62. Income from $5,475.75. Awarded to the senior who has excelled in the fields of biology, chemistry and/or physics, and who by his participation in athletics and other student activities has contributed to the spirit of Middlebury.

Bishop Atwood Historical Prize. Income from $323.84. Awarded to the man who does the most distinguished work in history. Established in 1938 by Julius W. Atwood, 1878, Bishop of Arizona, 1910-1925.

Byron E. Bermas, Jr., Prize. Income from $500. Awarded to a man or woman in the senior class who has done outstanding work in Geography.

Deacon Boardman Peace Prize. Income from $2,975.87. Awarded to a member of the junior class submitting the most creditable literary essay of at least 2,000 words in favor of peace and in opposition to war as a method for settling international differences. In memory of Samuel Ward Boardman, Professor of Rhetoric and English Literature 1859-1861.

Barbara Buchanan Memorial Award, in memory of Barbara J. Buchanan '62. Income on $1,633. Awarded to the senior woman who most fully represents Barbara Buchanan's academic excellence and ideal of service.

Reid L. Carr Prize. Income from $1,500. Awarded to the male member of the senior class who has shown the greatest proficiency in English Literature.

George H. Catlin Prize. The annual income, not exceeding $1,000, on a fund established by the will of George H. Catlin in 1930, awarded annually to the student who completes the full A. B. "classical" course, showing the highest grade for scholarship and deportment. Established in 1918 by George H. Catlin, Hon. LL.D.1920, Pennsylvania banker.

George H. Catlin Classical Prize Fund. Income from $1,000. Awarded to a man in the senior class whose college work in Greek and Latin is adjudged worthiest of distinction.

George H. Catlin Fund. Income from $7,615.74. Established by the will of George H. Catlin, in 1951. Awarded each year to the student who has completed with the highest average the full four-year "classical" course, including preferably some study of Latin and Greek.

Eaton Prize. Income from $1,000. Awarded to the student who in the opinion of the President and the Faculty has maintained the highest standing in the Classics.

George Ellis Fellowships. Two fellowships, each with an annual value of over $2,000, were established at Columbia University in 1931, under a provision in the will of George W. Ellis, to be open primarily to residents of Vermont or to the graduates of Middlebury, Norwich, and the University of Vermont. The fellowships are awarded to qualified men or women for pursuing advanced or graduate study in any of the faculties or schools at Columbia. Information on this fellowship may be secured from the President's Office.

Harry M. Fife Memorial. Income from a fund of $1,290.08, established in memory of Harry M. Fife, Professor of Economics, 1925-50.

Maude Violet Graybar American History Prize. Established in 1966 by Lloyd J. Graybar '60 in memory of his mother, Maude Violet Graybar. Income on $500 awarded annually to the student who writes the best honors thesis in American History since 1860 or, at the discretion of the departmental chairman, to the Senior student who has displayed the greatest proficiency in American History since 1860 during the four undergraduate years.

Hazeltine-Klevenow Cup. Awarded to a man in any of the four classes who has best combined ability in athletics and excellence in scholarship. The name of the recipient is placed on the cup as a permanent record, and a replica of the cup is presented to the winner. Established by Marshall M. Klevenow, Middlebury coach, 1925-1928, and Burt A. Hazeltine, Dean of Men, 1926-1938.

Kellogg Latin English Prize. $25 and $15. Awarded for the two best examination papers on Horace. Established by Brainerd Kellogg, Professor of Rhetoric and English Literature, 1861-1868, and trustee, 1885-1920.

Rose Martin Spanish Prize of $25. Awarded to that woman graduating with a Spanish Major, named by the Department of Spanish for her outstanding performance in the major area. Established in May 1961 by the Manhattan Middlebury Alumnae Association.

Mortar Board Cup. Awarded to a sophomore woman who in the opinion of the Chapter has shown the greatest interest in College by participation in extracurricular activities and by attainment of high scholarship. Established by Mortar Board.

Mildred Virginia Osher History Prize. Established in 1963 by Lloyd J. Graybar '60 in memory of his aunt, Mildred Virginia Osher. Income of $500. Awarded annually to the student who writes the best honors thesis in history or, at the discretion of the department chairman, to the senior student who has displayed the greatest proficiency in the study of history during the four undergraduate years.

John P. Stabile Memorial Cup. Awarded to the athlete who best exemplifies the Middlebury spirit. Established in memory of Lt. John P. Stabile, '40, killed in action, Guadalcanal. Established by Lt. John F. Hogan, '41.

THE MARCI J. STEWART '72 MEMORIAL AWARDS. Awarded each year by the History Department to the student in History or American Studies who has shown outstanding personal and academic qualities.

MARY DUNNING THWING PRIZE. Income of $1,500. Awarded to a woman student who in her junior and senior year has done the best work in English composition, prose and poetry. Established by Charles F. Thwing, President of Western Reserve, in memory of his wife, Mary Dunning Thwing.

ALICE J. TURNER MEMORIAL TROPHY. Awarded each year to a member of the varsity basketball team.

FRANKLIN G. WILLIAMS '13 AND SARA H. WILLIAMS '12 MEMORIAL AWARD. Income from $1,000 to be awarded to a young man or woman in the sophomore class, on the basis of deep human qualities of natural kindness, perceptivity of the needs and feelings of others, and an abiding sense of personal responsibility.

WOOLSEY PRIZES. Income from fund of $1,630.21. Awarded to the two undergraduates writing the best examinations in Bible. Established in 1933 by Theodore S. Woolsey, trustee, 1922-23.

ENDOWED LECTURESHIPS

JULIAN W. ABERNETHY LECTURE. Established in 1928 under the will of Julian W. Abernethy, Class of 1876. A writer of distinction is annually invited to address the College upon some aspect of American literature in commemoration of the birthday of Dr. Abernethy, founder of the Abernethy Library.

WILLIAM H. EDMUNDS '17 MEMORIAL LECTURE. Established by Vermont Transit, Addison and Chittenden Trust Companies in memory of William Edmunds. Income may be used to provide a lecture on the Middlebury campus in the Social Sciences.

CHARLES S. GRANT MEMORIAL LECTURE. Established by friends in memory of Professor Grant to provide an annual lecture in History.

SAMUEL S. STRATTON LECTURE. Established by 1962-63 gifts to the Parents' Fund to honor Dr. Stratton at the time of his retirement as the eleventh President of Middlebury, to provide an expanded program of visiting lecturers on the Middlebury campus.

CLASS OF 1914 LECTURE. Established by an anonymous member of the Class of 1914, to provide an annual lecture on Science and the Humanities.

THE JOHN HAMILTON FULTON MEMORIAL LECTURES. Given anonymously. To establish lectures, performances and extended visits to the Middlebury campus by distinguished scholars, artists and performers.

Academic Standards and Regulations

The College furnishes each entering student with a copy of the *Middlebury College Handbook* containing detailed information regarding policies and regulations for enrollment, fee refunds, attendance, scholarship, examinations, athletics, and student activities. All students are responsible for a knowledge of and compliance with College regulations.

The College reserves the right to exclude at any time students whose conduct or academic standing it regards as undesirable, without assigning any further reason therefor. In such cases, the fees which are due or which may have been paid in advance will not be refunded or remitted, in whole or in part, and neither the College nor any of its officers shall be under any liability whatsoever for such exclusion.

Grades. Instructors report final course grades to the Dean of Students and do not give them directly to students. Students are responsible for keeping parents correctly and currently informed of their standing and progress. Final grades, notices of academic probation, and second course warnings are sent to parents.

The Dean of Students will consider any special curricular problems of veterans and grant waivers to the usual requirements when circumstances involve such factors as health, extended interruption of education and family responsibilities.

Transfer of Credit. Students may transfer course credits from other institutions by preparing in advance a "Transfer of Credit" form (requiring approval by the department chairman, the student's adviser, and the Dean of Students). Acceptance of credit toward the Middlebury degree is contingent upon receipt of this form by the Dean of Students and Transcripts from approved educational institutions. To receive credit the transfer course must be above the introductory level at the institution attended, and must be passed with a grade of C— or better. These transfer credits, as well as Advanced Placement credits may be used to make up failures, excess D credits, and other deficiencies in the student's record.

In evaluating entering transcripts of transfer students, the College grants year-for-year equivalence for students who followed an A.B. program at another accredited four-year college regardless of the academic calendar followed. This policy applies whenever possible for lesser transfer units. When term equivalences cannot be established, the Dean of Students will decide on the number of Fall-Winter-Spring terms needed to complete the degree. In all cases, course evaluation will be relevant to fulfillment of Middlebury Departmental and College requirements. Failing grades and D's at other colleges are not transferable. Students transferring to Middlebury from all other programs will have their transcripts evaluated by the course and content to determine standing.

Failure, Probation, Warning and Readmission. A student who receives two failing grades, three D grades or one failing grade and two D's during a fall or spring term will be dropped from College. First-term freshmen who have two F's and two C's or better or 3 D's and one C or better at the end of the fall term will be continued in college on academic probation. Seventh-term seniors will be reviewed by the Administration Committee prior to final action.

A student who receives two D grades or one failing grade and a D grade in a single term will be placed on probation until the end of the following Fall or Spring term. A student on probation who receives one failing grade or two D grades in the subsequent Fall or Spring term will be required to withdraw.

A student who receives a failing grade in the Winter term while on probation will be required to withdraw; if not on probation the student will be placed on probation for the Spring term. A student on probation from the previous fall who receives an honors grade for the Winter Session will be removed from probation. A student may not be placed on probation more than twice in his College career and will be required to withdraw.

At any time when a student is failing a course, consistently receiving grades below C-, or in any way neglecting the obligations of a course, he may be placed on course warning.

A student who is failing in his studies generally may be dropped from college by the Administration Committee if in its judgment his failure is due to lack of application or to negligent attitude.

A student dropped for academic failure will not be readmitted except by special action of the Administration Committee. Readmission is a special privilege, not a right. The Committee will take favorable action only when it is satisfied that the factors which led to failure have been rectified and that the student has both ample motivation and capacity to earn his degree. Mere lapse of time is not sufficient basis for readmission. The burden of proof of motivation and capacity rests with the student. The student is encouraged to enroll at another accredited institution and to achieve a good record there. In some cases, military service or employment related to his interests may be considered as evidence.

Application for readmission is made to the Administration Committee through the Dean of Students. Any student readmitted will be on probation for the first term following his return and, if dropped a second time, will not be readmitted.

Auditing. With advance permission of the instructor a regularly enrolled student may attend other classes as an auditor. The instructor establishes the conditions under which the student may audit, but in no case can the student receive credit for auditing.

Non-students may audit courses only with the permission of the instructor and the Dean of the College.

Special Students. Students who require only one or two courses to complete their degree requirements may apply to the Administration Committee for Special Student status. Other students may seek reduced course loads and Special Student status for exceptional personal reasons.

Individuals not enrolled as A.B. candidates are occasionally admitted as Special Students for compelling personal and educational reasons. Such individuals must apply to the Administration Committee for admission as Special Students.

Special Students pay by the course.

Adjunct Students. A small number of students, primarily foreign nationals, may be admitted as non-degree candidates. They would take as many or few courses as desired, would decide whether or not they would receive grades, and would pay full comprehensive fee. The Administration Committee would admit them and oversee their programs.

Independent Scholar Program. The purpose of the program is to the students of demonstrated motivation and ability to define their individual educational goals and assume personal responsibility for attaining them independent of the College's normal curricular requirements. The program is administered by the Independent Scholar Committee.

Motor Vehicles. Qualified students are permitted to have or to operate a motor vehicle.

RESIDENCE HALLS

Middlebury is a residential college. Students must receive special permission of the Dean of Students to reside off-campus.

Reservations are made by upperclassmen during the spring for the following year, and all rooms are assigned subject to residence halls regulations. Occupants are liable for any damage to the residence halls and their furnishings. A student may be required to withdraw from college or be subject to lesser disciplinary penalties for failure to respect residence halls regulations. The College does not accept responsibility for loss of money or other personal property or damage thereto while located in the Halls. The Dean of Students reserves the right to remove from a student's room any item which constitutes a safety hazard or seriously interferes with the maintenance of the building.

Rooms are ready for occupancy in September on the day preceding the first college exercises and, except for seniors, are vacated on the day following the student's last final examination. Residences are closed during the Christmas vacation and students may not have access to rooms during that period.

Residence Halls are furnished with single or double-deck beds, mattresses, desks, dresser and chairs. Bedding, pillows and other accessories are furnished by the occupants. The comprehensive fee includes heat and electricity, and custodial service. Students provide their own laundry service.

Student Counselors in each section of the freshman halls work closely with the Deans and the freshman advisers.

All students must eat either in the College Dining Halls or fraternities unless excused by the Dean of Students.

FRESHMAN WEEK

Directly preceding the opening of the fall term, there is a four-day period of orientation for freshmen. The program includes Freshman Convocation, an informal assembly, registration, receptions and social gatherings, lectures by members of the college personnel, and placement tests.

CHAPEL SERVICES

On the highest hill of the campus stands Mead Memorial Chapel where members of the college community may gather for common worship. The Sunday Service is Christian in emphasis and ecumenical in design. The sermons are delivered by the College Chaplain, occasionally by other members of the Middlebury faculty, and by visiting clergymen. The Middlebury College Choir enriches the services by the presentation during the year of a broad repertory of sacred music.

HEALTH MEASURES

The College Comprehensive Fee provides for the use of the College Infirmary including the services of the Medical Director for the College (a full-time physician), assisted by registered nurses who provide round-the-clock attention. The Infirmary is used for out-patient treatment as well as to provide bed care for minor illness. Porter Medical Center, in Middlebury, provides ready access to a well equipped facility and two surgeons. Extensive medical facilities are available at the Medical Center Hospital of Vermont in Burlington.

The Medical Director of the College has general oversight of the health needs of the student. Every freshman must present before matriculation a satisfactory health certificate signed by a physician. Physical measurements and health records are filed and corrective exercise recommended when needed. All students who are physically able are required to complete the Physical Education Program (see Program description under the Department of Physical Education and Athletics). The College reserves the right to ask the withdrawal of any student for medical or psychiatric reasons. A student may be requested to have a thorough physical examination once a year or whenever considered necessary by the Medical Director. The Medical Director authorizes all absences due to illness.

The College Health Service offers the services of a full-time counselor who has a Ph.D. in counseling psychology. The College also employs a qualified psychiatrist who is on the campus two afternoons a week.

EXTRACURRICULAR PROGRAM

The relatively small size of the College permits participation in a variety of extracurricular activities by all undergraduates. Theatrical productions, sports events, lectures and weekend mountain trips are scheduled throughout the year.

Concert Series. Outstanding artists and films are brought to the campus under the supervision of a faculty-student committee appointed for that purpose.

Many other special lectures are sponsored by the College, under special funds, or through various departments and organizations.

Radio Station. Students operate WRMC-F.M. radio station licensed by the F. C. C. as a 10 watt educational facility. Programming features music, sports, interviews and news.

ATHLETICS

Middlebury College is a member of the Eastern College Athletic Conference (ECAC), and of the National Collegiate Athletic Association (NCAA). In 1970-1971 Middlebury joined with ten (10) other institutions in forming the New England Small College Athletic Conference (NESCAC). This conference consists of: Amherst, Bates, Bowdoin, Colby, Hamilton, Middlebury, Trinity, Tufts, Union, Wesleyan and Williams. The College maintains a healthy and active intercollegiate athletic program consisting of eleven sports: football, cross-country, soccer, basketball, skiing, hockey, baseball, track, lacrosse, golf, and tennis. There is also a "B" squad/freshman athletic program in most intercollegiate sports. In some sports Middlebury teams meet Army, Cornell, Dartmouth, Harvard, M.I.T., R.P.I., Princeton, and other large institutions. Middlebury, Norwich University, University of Vermont and St. Michael's College play annually for the Vermont State Championship in most sports.

Intramural games are scheduled in basketball, track, golf, rifle, soccer, lacrosse, bowling, tennis, relays, badminton, touch football, volleyball, hockey, softball, and swimming. Skiing and hockey are special features of the winter calendar.

A sports program for women, under the direction of the women's staff of the Department of Physical Education and Athletics and the Women's Athletic Association, includes intramurals, intercollegiate competition, and participation in organized tournaments. The intercollegiate program includes tennis, swimming, alpine and nordic skiing, ice hockey, lacrosse, and field hockey. Other activities include synchronized swimming, co-ed tennis, squash, volleyball, and basketball.

Students take part in the Annual Winter Carnival which, in the years since its inception, has assumed an important role in the social and sports life of the College.

The College does not assume legal responsibility for the expense in caring for injuries sustained by athletes while training for or participating in athletic competition.

ORGANIZATIONS

Honorary organizations on the campus are: Phi Beta Kappa and Mortar Board.

There are also athletic, musical, dramatic, language, literary, religious, and departmental student clubs.

Seven fraternities are represented: Alpha Sigma Psi, Chi Psi, Delta Kappa Epsilon, Delta Upsilon, Kappa Delta Rho, Sigma Epsilon, and Zeta Psi.

Service organizations are: Sophomore Guides and Junior Counselors.

PUBLICATIONS

Undergraduates of Middlebury College publish a newspaper, *The Middlebury Campus.* Students assume complete responsibility for the editorial content of the newspaper. Other publications are a yearbook, *The Kaleidoscope,* and a literary and graphic arts publication, *Frontiers.*

CAREER PLACEMENT

The Placement Office provides all students and alumni of Middlebury College with a central source of information and with personal counseling on career planning, graduate work, and summer employment. Throughout the year the office hosts recruiters from private industry, government, and graduate schools to interview candidates. The library in Adirondack House contains a wide variety of material on careers, graduate study, and job opportunities. It is important for all students to register early with Career Counseling and Placement (Junior year or before). This permits a permanent record to be established and updated regularly to better assist candidates in the search for these opportunities now and in the future. Those wishing this information sent to outside agencies may subscribe for our Dossier Service for a modest fee of $7.50 (including 5 dossiers) for enrolled undergraduates, or $12.50 (including 5 dossiers) for graduate students or alumni. Additional dossiers are sent out on request at $1.50 per dossier.

GRADUATE WORK

Academic Year. Middlebury College offers graduate courses leading to the Master of Science degree in the Department of Biology and Chemistry during the regular academic year. Inquiries about these programs should be addressed to the chairman of the department concerned. Graduate students may be enrolled only upon recommendation of the department concerned and approval by the Executive Committee of the Science Division in consultation with the Dean of the Faculty. The courses which are regularly offered for graduate credit are:

Biology: All Biology courses numbered 300 or above and Mathematics 300 or above.

Chemistry: All Chemistry courses numbered 400 or above. In order to serve the needs of graduate students in these departments, cognate courses in other departments may, when appropriate, be raised to graduate level by inclusion of supplemental material.

Candidacy for the Master of Science degree is subject to the following general regulations:

1. The candidate must hold a baccalaureate degree from Middlebury College or from a comparable institution and must have completed an undergraduate course of study sufficient for effective graduate work.
2. The candidate must satisfy Middlebury College of his fitness to undertake graduate study.
3. The candidate must be a student in residence at Middlebury College for a least one academic year.
4. In order to be granted the degree, the candidate must successfully complete graduate work equivalent to nine courses.
5. Graduate work done at other institutions may be transferred for credit toward a Middlebury degree subject to the condition that at least six of the required course equivalents for graduation must be completed at Middlebury College.
6. Graduate work in cognate fields may, upon approval of the major department, be counted toward the degree subject to the limitation that at least six of the nine required course equivalents must be in the department in which the degree is granted.
7. All work to be credited toward the degree must be completed with a grade of B- or above.
8. Participation in laboratory teaching and preparation is a degree requirement.
9. All work to be credited toward the degree must have been completed during the ten year period immediately preceding the granting of the degree.

Candidacy for the Master of Science degree is subject also to such further regulations as Middlebury College may establish.

Tuition for graduate study is charged at the single course rate of $450 in 1976-77 and one can enroll in an optional sickness insurance program for an additional $30.

Bread Loaf. The Middlebury College Bread Loaf School of English operates during the summer and offers only graduate courses leading to the M.A. and M. Litt. degrees. However, undergraduates are accepted under exceptional circumstances. Degree and non-degree candidates are considered for admission. Admission is on the basis of college transcripts and two letters of recommendation. Since the program of study is designed to meet individual needs, there is no set of requisites for admission. Although an excellent undergraduate record in English and strong recommendations are the surest admissions criteria, experience has shown that students who have mediocre college records or who have majored in other disciplines may, with teaching experience, have achieved a perspective that will assure them of distinguished records at Bread Loaf. In short, Bread Loaf prefers to allow applicants to establish their capabilities during the first summer. Students are accepted for one summer only and are readmitted only after demonstrating that degree requirements can be successfully met.

The bulletin, issued each winter, contains further information about application and registration.

The Bread Loaf Writers' Conference is also held at Bread Loaf during the ten days following the School of English in the middle of August. This Conference offers lectures, discussions, and private consultations in fiction, non-fiction, poetry and children's literature, but does not lead to a degree. Full information is provided in the special Bulletin, published each year in April. Inquiries should be addressed to the Bread Loaf Secretary.

The Language Schools. Graduate work leading to the Master of Arts Degree and the Doctor of Modern Languages Degree is offered in the Middlebury College Language Schools of French, German, Italian, Russian, and Spanish during the summer. In addition, courses for undergraduate and graduate credit provide intensive instruction in Chinese, French, German, Italian, Japanese, Russian and Spanish. The Language Schools offer a rich experience in the spoken and written language as well as in literature, civilization, linguistics, social sciences, art history, and foreign language pedagogy. A normal course load is three courses per summer to be selected in consultation with the Director or Dean of the appropriate Language School. Students are placed in courses most appropriate to their linguistic proficiency at the time of registration, and some prospective graduate students may be required to take one or more courses at the advanced undergraduate level before beginning a full load of graduate work. Full information about the requirements for degrees and curriculum is given in the Middlebury College Language Schools bulletin. Upon request to the Language School, complete information will be mailed. All specific inquiries for admission to the Language Schools should be directed to the Dean of the specific school, Sunderland Language Center, Middlebury College, Middlebury, Vermont 05753.

The Schools Abroad. The Middlebury Schools in France, Germany, Italy and Spain are open to qualified graduate and undergraduate students. Each school is under the supervision of a resident Director appointed by the College to oversee all aspects of the program and to assist students in settling in the foreign city. Courses are taught by professors and distinguished critics and scholars, either at the local universities or in special seminars organized for Middlebury College. It is expected that all students maintain the spirit of the summer language pledge while they are abroad. After spending the required preliminary summer on the Vermont campus, graduate students may complete their course of study for the Master of Arts degree in one of the Schools abroad. All are expected to carry a full load of courses in the areas of language, literature, and culture and civilization. Doctor of Modern Languages candidates may elect to fulfill the required period of residency abroad by taking courses for credit in one of the Schools or by auditing classes in preparation for the general examinations.

The Degree of Doctor of Modern Languages. Besides the Master of Arts degree, the Foreign Language Schools also offer the advanced degree of Doctor of Modern Languages (D.M.L.). A detailed statement of the requirements for this degree will be sent on request by the Director of the Language Schools.

Middlebury College is accredited by the New England Association of Colleges and Secondary Schools, and the Vermont State Department of Education.

The New England Association of Colleges and Secondary Schools accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators. Colleges support the efforts of public school and community officials to have their secondary school meet the standards of membership.

Alumni Admissions Support Program

The Alumni Admissions Support Program was established by the College to coordinate the interest of alumni with the continuing efforts of the Admissions Office staff to attract outstanding students to Middlebury. Alumni admissions representatives are available throughout most of the United States to interview prospective candidates and to acquaint them with what the College offers its students. Arrangements can be made for a young man or woman interested in the College to talk with an alumni representative by contacting the Director of Admissions at Middlebury, Vermont.

ALUMNI ADMISSIONS COMMITTEES

Boston:	Charles C. Palmer '57, *Chairman*	Wellesley Hills
Cleveland:	Mrs. A. Wilson Wood '43, *Chairman*	Cleveland Heights
Hartford:	Peter E. Steinle '62, *Chairman*	West Hartford
Washington, D.C.:	Charles Steinecke '54, *Chairman*	Laurel, Md.
Montreal:	W. Kyle Prescott '49, *Chairman*	Montreal
Rochester, N.Y.:	Bruce N. Johnstone '61, *Chairman*	Pittsford, N.Y.
Northern N.J.:	Roger B. May '53, *Chairman*	Maplewood
Greater N.Y.:	George L. Cady, Jr. '72, *Chairman*	New York City

AT-LARGE ALUMNI

New England

Shawn C. Keenan '71	Portland, Me.
Mrs. Alice Hildreth Rand '52	Cape Elizabeth, Me.
Mrs. Eloise Barnard Wells '33	Claremont, N.H.
Peter S. Allen '66	Providence, R.I.
Anne M. Hartmann '59	Barrington, R.I.
Glenn A. Dallaire '74	Springfield, Mass.
Sarah B. Kotchian '75	Ashburnham, Mass.
Dr. Jacob B. Shammash '51	Longmeadow, Mass.
William F. Trask '52	West Boylston, Mass.
R. Linwood Faxon '61	Stamford, Conn.
Charles J. Parker '47	New Haven, Conn.
Mrs. Doris Sturtevant Peck '54	New Canaan, Conn.
Michael D. Riess '62	Greenwich, Conn.
Mr. & Mrs. Frederick G. Olander '68 (Karen Wise)	Florence, Mass.
Thomas A. Suess '64	Danbury, Conn.
John R. Falby, Jr. '61	Peterborough, N.H.
James C. Hefti '72	Rutland, Vermont

Western N.Y.

Carl N. Reed III '71	Amherst, N.Y.
Mr. & Mrs. Philip W. Robinson, Jr. '42 (Elizabeth Blanchard)	Syracuse
Mrs. Robin Reilly Wagner '74	Buffalo

Philadelphia

A. Russell Atwater III '67	Chadds Ford
Linda S. Callahan '72	Philadelphia
Ellen M. Fallon '72	Philadelphia
Mary T. Ledwith '71	Haverford
Mr. & Mrs. Karl G. Reed '48, '49 (Juliet Carrington)	Wayne

Bentley M. Myer '69	Philadelphia
Mrs. Jean Luckhardt Robbins '46	Riverton, N.J.
Mrs. Nancy Smith Smith '65	Gladwyne
Mr. & Mrs. Mark F. Patlovich '74, '75 (Daintry Heap)	Philadelphia

South

Mrs. Sarah Pettit Daignault '70	Cockeysville, Md.
Barbara A. Frantz '75	Charlottesville, Va.
Dr. Hervey W. Mead '38	Charlotte, N.C.
Katherine G. Bean '71	Nashville, Tenn.
Edward F. Killeen '54	Louisville, Ky.
Mr. & Mrs. Jeffrey R. Sturges '70, '72 (Karen McDonough)	Louisville, Ky.
Mrs. Deborah Bray Collier '54	Jacksonville, Fla.
Mrs. Barbara Zurer Pearson, '65	Coconut Grove, Fla.
Emily Baldwin '75	Austin, Texas
George T. Byers '53	Houston, Texas
Stephen J. Dinapoli '72	Dallas, Texas
William A. Muros '63	Dallas, Texas
Paul M. Batiza '70	New Orleans, La.

Midwest

Edward Sommers '60	Galesburg, Ill.
Mr. & Mrs. Thomas S. Woolsey '56, '57 (Lois Guernsey)	Springfield, Ill.
Daniel Brown '68	Cincinnati
Frederick H. Carpenter '70	Indianapolis
Mrs. Kristie Carlson Wolferman '70	Kansas City
Mr. & Mrs. Frank P. Wolff, Jr. '68 (Ruthann Carman)	Clayton, Mo.
Mark Andrew '75	Madison, Wisc.
Robert L. Walker '47	Milwaukee
Mrs. Mary Robinson Skonecki '74	Toledo, Ohio
Mrs. Deborah Crehan Andrews '64	Columbus, Ohio

Chicago

Bennett M. Edson '68	Lake Forest
Richard A. Hackett '75	Chicago
John P. Larkin '70	Chicago
Michael F. Jones '70	Chicago
Charles S. Lauer '52	Winnetka
Richard A. Morris '68	Northbrook
Barry Sullivan '70	Chicago

Minneapolis

Dr. & Mrs. Roger S. Colton '54 (Judith Zecher)	St. Paul
Peter H. Hitch '70	Minneapolis
David R. Pierson '71	Minneapolis
Jeffrey S. Roberts '71	Somerset, Wisc.

Michigan

Alan J. Levy '74	Ann Arbor
James A. Wright '60	Grosse Pointe

Denver

Robert G. Boucher '49	Englewood
Page Dabney (Mr.) '73	Denver
Ms. Jill Woodman Sisson '69	Littleton

Seattle
Mr. & Mrs. Dillon E. Jackson '67, '68 (Nancy Ewald)
Dr. David J. Lechner '69
Neil B. Middleton '67

California

Mrs. Gail B. Allen '57	Palo Alto
James T. McCormack '64	San Diego
Kimberly E. Williams '74	Berkeley
Mr. & Mrs. John R. Milligan '73 (Catherine Magee)	Ventura
Mrs. Susan Swinburne Shaw '67	Sacramento
Neil R. Strock '71	Berkeley

West

Sidney S. Pearce, Jr. '58	Phoenix, Ariz.
Richard M. Hodes '75	Alaska
Mrs. Linda Donk Gray '56	Tigard, Oregon
Jane H. Affleck '56	Honolulu
John M. Davidson, Jr. '68	Honolulu

Miscellaneous

Andrew A. Reding '75	Princeton, N.J.
Joseph H. Mann, Jr. '45	Albany, N.Y.
Malcolm Macgregor '51	Pittsburgh, Pa.
Samuel L. Gordon, Jr. '64	Tokyo

Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972 and the IRS Anti-Bias Regulation. In so doing Middlebury College does not discriminate against any individual on the basis of race, color, sex, religion, national or ethnic origin in any of it's programs or activities.

Development Program

The long range Development Program, inaugurated in 1954, seeks the additional funds necessary to provide increased teaching resources and academic facilities required to sustain Middlebury's educational objectives.

Although the College possesses an unusually fine plant gratifying growth in Starr Library's book collections and an increased enrollment have caused a pressing need for greatly expanded library facilities. Gifts would be welcome, also, for renovation of older academic buildings.

Major attention is being given to the need for increased endowment. Gifts and bequests particularly helpful would be directed in support of scholarships, Middlebury's Language Schools, library and fine arts acquisitions and an improved faculty research leave program. Gifts of $25,000 and above are needed for endowed undergraduate scholarships while gifts of $10,000 and upward can establish graduate scholarships at the Language Schools.

The endowment of a professorship is one of the finest and most rewarding contributions that can be made to the College. Necessary funds for such an endowment would range from $500,000 to $750,000 for the regular undergraduate college. Contributions in the $100,000 to $150,000 range could establish professorships at the Summer Language Schools. The endowed chairs currently established at Middlebury and the dates of their founding are as follows:

The Burr Professorship of Chemistry and Natural History (1829)
The John C. Baldwin Professorship of Mathematics and Natural Philosophy (1866)
The Levi P. Morton Professorship of Latin and French (1886-87)
The Beman Professorship of Mathematics (1893)
The James B. Jermain Professorship of Political Economy (1901)
The A. Barton Hepburn Women's Professorship (1908)
The George Nye and Anne Walker Boardman Professorship of Mental and Moral Science (1908)
The Paige-Wright Professorship of Economics (1913)
The Fletcher D. Proctor Professorship of American History (1918)
The Henry Norman Hudson Professorship of English (1920)
The A. Barton Hepburn Professorship of Economics (1922)
The John C. McCullough Professorship of Chemistry (1924)
The Julian W. Abernethy Professorship of American Literature (1933)
The Albert D. Mead Professorship of Biology (1949)
The George Adams Ellis Professorship of Liberal Arts (1956)
The Jean Thomson Fulton Professorships of Modern Languages and Literature (1963)
The Irene Heinz and John La Porte Given Professorship in Pre-medical Sciences (1966)
The Charles A. Dana Professorships (1966)
The Philip Battell Stewart and Sarah Frances Cowles Stewart Professorship (1970)
The Christian A. Johnson Professorship in Art History (1974)
The Christian A. Johnson Professorship in Studio Art (1974)
The William R. Kenan, Jr. Professorship (1975)

The Administration will be happy to discuss any of its future plans with friends of the College. Forms for gifts and bequests for endowment, general, and specific purposes are given on the next page.

FORMS FOR GIFTS AND BEQUESTS

The corporate title of Middlebury College is "The President and Fellows of Middlebury College."

The following forms are suggested:

GENERAL: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of . . . . . for the uses and purposes of said Corporation."*

ENDOWMENT: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of . . . . . to be added to the General Endowment of the said Corporation."*

FOR A SPECIFIC PURPOSE: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of . . . . . to be known as the . . . . . Fund, the principal to be invested and reinvested in its discretion, and the income and capital appreciation therefrom to be used (or if the testator prefers — "earned income only to be used") for the purposes of . . . . . If at any time, in the judgment of the Trustees of the said Corporation, the need of income for such purpose no longer exists, the Trustees of the said Corporation shall be, and hereby are, authorized to use the income from the Fund for such purpose as shall in their judgment promote the interests of the College."*

President and Fellows

PRESIDENT AND FELLOWS—THE CORPORATION

OLIN C. ROBISON, D.PHIL.
Middlebury, VT.
President of the College

CHARTER TRUSTEES

(*Calendar year indicates first date of election*)

ARNOLD R. LAFORCE, '35, B.S., M.B.A. (1961) Chairman of the Board and President of the Corporation Brady Security & Realty Corporation	Gladstone, N.J.
HILTON A. WICK, A.B., LL.B. (1969) Vice Chairman of the Corporation President, Chittenden Trust Company	Burlington, VT.
MRS. J. HOWARD HOWSON, '30, A.B., M.A. (1948) Study Counselor, Vassar College	Poughkeepsie, N.Y.
RAYMOND J. SAULNIER, '29, B.S., PH.D., LL.D. (1958) Professor Emeritus of Economics, Columbia University Former Chairman, President's Council of Economic Advisors	New York, N.Y.
WILLIAM S. YOUNGMAN, A.B., J.D. (1962) Director, American Home Assurance Company	East Hebron, N.H.
ALEXANDER HAMILTON FULTON (1969)	New York, N.Y.
FREDERICK W. LAPHAM, JR., '43, A.B. (1967) Chittenden Trust Company	Burlington, VT.
FELIX G. ROHATYN, '49, A.B. (1969) Lazard Freres & Company	New York, N.Y.
MRS. ANTHONY G. L. BRACKETT, '36, A.B., M.A., PH.D. (1969) Academic Dean, Norwalk Community College	Wilton, CT.
ROBERT B. RIVEL, '42, A.B., M.A. (1970) President, Union Dime Savings Bank	New York, N.Y.
GLADSTONE L. CHANDLER, JR., '55, A.B., B.D. (1970) Administrative Officer, The Riverside Church	New York, N.Y.
JOHN M. KIRK, '39, A.B. (1971) President, John M. Kirk Company	Malden, MA.
MRS. JEROME C. EPPLER, '50, A.B. (1972)	Rancho Sante Fe, CA.

Term Trustees

	First Elected	*Term Expires*	
ALBERT W. COFFRIN, '41, A.B., LL.B. Secretary of the Corporation United States District Judge	1973	1978	Burlington, VT.
WILLARD T. JACKSON, '51, A.B., M.B.A. Investment Counsellor, Brundage, Story & Rose	1973	1978	Riverside, CT.
MRS. FLETCHER H. MCDOWELL, '55, A.B.	1974	1977	New York, N.Y.
MRS. WILMOT H. KIDD, III, '67, A.B.	1976	1979	New York, N.Y.

Alumni Trustees

RICHARD L. COLLISTER, JR. '73, A.B. Sales Manager, Real Log Homes, Inc.	1975	1977	Missoula, MT.
STACY B. LLOYD, III, '60, A.B.	1974	1977	Washington, D.C.
MRS. MILDRED B. BENNETT, '41, A.B., M.A.	1974	1978	New Providence, N.J.
MRS. DONALD W. JEFFRIES, '45, A.B.	1974	1978	Washington, D.C.
MRS. GREY VILLET, '52, A.B., M.A.T.	1975	1979	Shushan, N.Y.
DAVID E. THOMPSON, '49, A.B. President, David E. Thompson, Inc.	1974	1979	Needham, MA.
MISS KATHERINE CONANT, '75, A.B. Customer Engineer, I.B.M.	1976	1978	Westport, CT.
WILLIAM G. CRAIG, '37, A.B., M.A., ED.D.	1976	1980	Middlebury, VT.

Trustees Emeriti

(*Dates indicate election to Board of Trustees and effective date of emeritus status*)

EGBERT C. HADLEY, '10, A.B., B.S., D.ENG., LL.D. (1936, 1968)	Middlebury, VT.
ELBERT C. COLE, '15, M.A., PH.D. (1939, 1969)	Middlebury, VT.
STEWART ROSS, '20, M.D.; F.A.C.S. (1936, 1970)	Rutland, VT.
JOSEPH P. KASPER, '20, B.S., LL.D. (1940, 1970)	Sarasota, FL.
CARLETON H. SIMMONS, '28, B.S. (1938, 1972)	Sanibel Island, FL.
PARIS FLETCHER, '24, V.S., LL.B., SC.D., LL.D. (1956, 1973)	Worcester, MA.
L. DOUGLAS MEREDITH, A.B., M.A., PH.D., LL.D. (1960, 1975)	Burlington, VT.

Officers of the Corporation

ARNOLD R. LAFORCE, '35, B.S., M.B.A. Chairman of the Board	Gladstone, N.J.
HILTON A. WICK, A.B., LL.B. Vice Chairman of the Board	Burlington, VT.
ALBERT W. COFFRIN, '41, A.B., LL.B. Secretary of the Corporation	Burlington, VT.
T. RICHARDSON MINER, JR., '58, A.B., M.A. Assistant Secretary of the Corporation	Middlebury, VT.
CARROLL RIKERT, JR., A.B., M.B.A., C.P.A. Treasurer	Middlebury, VT.

Academic Administration and Staff (1976-1977)

(Calendar year indicates first date of appointment; second date appointment to present position)

PRESIDENT

President	Olin C. Robison, D. Phil. (1975)
Assistant to the President, Assistant Secretary of the Corporation	T. Richardson Miner, Jr., a.b., m.a. (1969)
Secretary to the President	Marles Railton (Mrs.) (1975)

ACADEMIC PROGRAM

Vice President for Academic Affairs	George B. Saul II, a.b., m.a., ph.d. (1967, 1976)
Vice President of the College	Paul M. Cubeta, ph.d. (1952, 1976)
Dean of the College	John Spencer, acting, a.b., m.a., ph.d. (1974, 1976)
Dean of Foreign Languages, Director of the Language Schools	Roger M. Peel, a.b., ph.d. (1969, 1976)
Assistant to the Dean of Foreign Languages, Assistant to Director of Language Schools	Gloria V. Vaglio, a.b., m.a. (1976)
Dean of Arts & Humanities	Stanley P. Bates, acting, a.b., m.a., ph.d. (1971, 1976)
Dean of Sciences	Russell J. Leng, acting, a.b., ph.d. (1966, 1976)

Director of Athletics	Richard W. Colman, Jr., a.b., m.a. (1969)
Director of Academic Computation	James A. Krupp, b.s., m.a., ph.d. (1973)
Librarian	Ronald Rucker, a.b., m.a., m.i.s. (1976)
Assistant Librarian	Hans Raum, a.b., m.l.s. (1975)
Abernethy Library Curator	Robert Buckeye, a.b., m.a., m.l.s. (1971)
Head of Library Acquisitions	Edward Rosenfeld, a.b., m.l.s. (1971)
Assistant Catalogue Librarian	Andrew Perry, a.b., m.l.s. (1974)
Music Librarian	Katherine C. Skrobela (Mrs.), a.b., m.l.s. (1971)
Secretary of the Faculty	Marion E. Holmes, a.b. (1937, 1969)
Assistant Secretary of the Faculty, Director of Records for the Language Schools	Janet P. Renner (1953, 1975)
Technical Adviser to the Director of the Language Schools	James W. Dodge, a.b., m.a. (1971, 1974)
Technical Director of the Theatre	J. Richard Forman, a.b. (1970, 1976)

STUDENT SERVICES

Dean of Students	Erica B. Wonnacott (Mrs.), A.B., M.A. (1968, 1970)
Associate Dean of Students	Arnold S. McKinney (1972, 1975)
Assistant Dean of Students	Karl L. Lindholm, A.B., M.A. (1976)
Chaplain	Reverend Charles P. Scott, A.B., B.D. (1951)
Director of Admissions	Fred F. Neuberger, A.B. (1955, 1964)
Assistant Director of Admissions	Karen McKinney (Mrs.), A.B., M.A. (1975)
Assistant Director of Admissions	Timothy A. Neale, A.B., M.A.T. (1971)
Assistant Director of Admissions	Carolyn L. Perine (Mrs.), A.B. (1973)
Assistant Director of Admissions	Bertram D. Phinney, A.B. (1973, 1974)
Assistant Director of Admissions	Laurie Thompson, A.B. (1975)
Chief of Campus Security	Fred E. Spencer, Jr. (1969)
Associate Dean of Special Admissions, Director of Career Counseling and Placement	Walter A. Moyer, Jr., B.S., PH.D. (1951, 1974)
Assistant Director of Career Counseling and Placement	Darlyn P. Martin (Mrs.) (1963, 1975)
Director of Counseling Services	Gary F. Margolis, A.B., PH.D. (1972)
Director of Undergraduate Records	Lee W. Yorton (Mrs.) (1972, 1975)
Financial Aid Officer	Charles D. Brakeley, A.B. (1964, 1967)
Medical Director	(Replacement to be appointed)
Student Activities Administrator	Jacqueline S. Flickinger (Mrs.) (1967, 1973)

DEVELOPMENT, ALUMNI RELATIONS & PUBLICATIONS

Vice President for Development	Walter E. Brooker, A.B. (1956, 1962)
Director of Public Affairs, Associate Director of Development	Kenneth A. Nourse, A.B. (1974, 1976)
Director of Alumni Relations	Barbara W. Miner (Mrs.), A.B. (1971, 1976)
Associate Director of Development for Foundations and Special Programs	Roger H. Martin, A.B., B.D., S.T.M., D. PHIL. (1976)
Director of Annual Funds	Marilyn C. Helmers (Mrs.), A.B. (1976)
Director of Bequests	Gordon C. Perine, A.B. (1951, 1976)
Editor, News Services	Max P. Petersen, A.B. (1962)
Editor of Publications	Ronald Nief, A.B. (1976)
Manager of Communications & Publications Services	George H. Huban, B.S. (1940, 1975)
Secretary of the College	Barbara W. McLorie (Mrs.), A.B., M.A. (1976)

BUSINESS MANAGEMENT

Treasurer	Carroll Rikert, Jr., A.B., M.B.A., C.P.A. (1952, 1964)
Associate Treasurer, Comptroller	Luther Van Ummersen, A.B., C.P.A. (1965, 1975)

Assistant Treasurer, Budget Director	David W. Ginevan, B.S., M.Ed., M.B.A. (1973)
Assistant Comptroller	Virginia M. Boone (Mrs.) (1965, 1972)
Business Manager	James D. Ross, A.B., M.B.A. (1956, 1964)
Cashier	Lela E. Ingleston (1973, 1976)
College Loan Officer	Barbara A. Wells, A.B., M.A. (1946, 1976)
Director of Data Processing	Norman D. Hadley, A.B. (1966, 1968)
Director of Dining Halls	Gordon B. Bridges, Jr. (1955, 1975)
Assistant Director of Dining Halls	Joseph C. Doria (1965, 1975)
Investment Officer	Richmond G. Littlefield, B.S., M.B.A., C.P.A. (1967, 1976)
Maintenance Engineer	Maxwell E. Eaton, B.S. (1969, 1975)
Manager of College Store	Carl Peabody, B.S. (1962, 1964)
Assistant Manager of College Store	Bruce H. Young (1965)
Book Department Manager, College Store	John C. Tulley (1970, 1975)
Manager of Golf Course, Snow Bowl	Ralph O. Myhre (1951)
Personnel Director	Roger E. Cole, B.A., M.B.A. (1974)
Supervisor of Custodial Personnel	George J. Commins (1963)
Purchasing Agent, Director of Custodial Services	George W. Whitney, Jr., B.A. (1973, 1975)
Plant Engineer	Harvey N. Drinkwine (1956, 1967)
Supervisor of Maintenance and Operations	Henry P. Clook (1965, 1976)

COACHING STAFF

Director of Athletics	Richard W. Colman, Jr., A.B., M.A. (1969)
Assistant Director of Athletics, Head Basketball Coach, Assistant Soccer Coach, Spring Golf Coach	G. Thomas Lawson, B.S. (1969)
Swimming Coach, Lacrosse Coach	Gretchen V. Adsit (Mrs.), B.S. (1973)
Head Ski Coach, Cross Country Coach, Assistant Track Coach	Terry L. Aldrich, B.S. (1975)
Assistant Football Coach, Assistant Ski Coach, Assistant Lacrosse Coach	Charles N. Brush, A.B. (1972)
Head Lacrosse Coach, Assistant Hockey Coach, Assistant Football Coach	Dennis Daly, A.B. (1975)
Assistant Ski Coach (seasonal)	Gordon L. Eaton, A.B. (1975)
Assistant Ski Coach (seasonal)	Karen Eaton (Mrs.), A.B. (1975)
Assistant Athletic Trainer	Susan Eschenfelder, B.S. (1976)
Head Baseball Coach, Head Hockey Coach Fall Golf Coach	Wendell F. Forbes, A.B. (1962)
Brown Pool Director, Tennis Coach	Joan T. Greiner (Mrs.), B.S., M.S. (1960)
Head Football Coach, Head Tennis Coach	Michael G. Heinecken, B.S., M.Ed. (1973)
Coordinator Women's Athletics, Physical Education Director, Field Hockey Coach	Mary E. Lick, A.B., M.S. (1956)

Intramural Director, Head Soccer Coach, Assistant Tennis Coach, Squash Coach	Ronald W. McEachen, b.s. (1974)
Head Track Coach, Assistant Football Coach	Peter J. Sundheim, b.s. (1973)
Athletic Trainer	Richard W. Waterman (1956)

The Faculty (1976-77)

OLIN C. ROBISON, A.B., Baylor; D.PHIL., Oxford
President, and Professor of Political Science (1975)

GEORGE B. SAUL, II, A.B., M.A., PH.D., University of Pennsylvania
Vice President for Academic Affairs (1976), Charles A. Dana Professor of Biology (1967)

PAUL M. CUBETA, A.B., Williams; PH.D., Yale
Vice President (1970), Professor of English (1952), Director of the Bread Loaf School of English (1964)

JOHN SPENCER, A.B., Princeton; M.A., PH.D. Columbia
Acting Dean of the College (1976), Assistant Professor of History (1974)

ROGER M. PEEL, A.B., University of Manchester, England; PH.D., Yale
Dean of Foreign Languages (1976), Director of the Middlebury Language Schools (1973), Jean Thomson Fulton Professor of Spanish (1969)

STANLEY PICKETT BATES, A.B., Dartmouth; A.B., M.A., Oxford; M.A., PH.D., Harvard
Acting Dean of Arts and Humanities (1976), Associate Professor of Philosophy (1971)

RUSSELL J. LENG, A.B., Middlebury; PH.D., American University
Acting Dean of Sciences (1976), Associate Professor of Political Science (1966)

GRETCHEN VONBERG ADSIT, B.S., University of Vermont
Instructor in Physical Education (1973)

TERRY L. ALDRICH, B.S., St. Lawrence
Instructor in Physical Education (1975)

KENNETH MARSHALL ANDERSEN, JR., A.B., Middlebury; M.A., PH.D., Columbia
Visiting Assistant Professor of American Literature (1976)

GLENN M. ANDRES, B.ARCH., Cornell; M.F.A., PH.D., Princeton
Assistant Professor of Art (1970)

ALICIA ANDREU, A.B., Chapman; M.A., Wisconsin
Visiting Instructor in Spanish (1976)

DAVID H. ANDREWS, A.B., Ohio Wesleyan; M.A., PH.D., Cornell
Associate Professor of Anthropology (1968)

ALEXANDRA BAKER, A.B., Hunter; M.A., Indiana
Lecturer in Russian (1972)

LYNNE RUDDER BAKER, A.B., M.A., PH.D., Vanderbilt
Assistant Professor of Philosophy (1976)

ROBERT L. BAKER, A.B., Colorado; M.A.,PH.D., Michigan
Professor of Russian (1967), Director of the Russian School (1967)

BREWSTER BALDWIN, A.B., Williams; M.A., PH.D., Columbia
Professor of Geology (1958)

SIMON BARENBAUM, PH.D., Brown
George Adams Ellis Professor of French (1970)

HORACE P. BECK, A.B., PH.D., University of Pennsylvania
Professor of American Literature (1956)

WAYNE HARRELL BELL, B.S., University of Miami; M.A., PH.D., Harvard
Assistant Professor of Biology (1971), on leave winter and spring terms 1976-77

BETSY K. BENNETT, B.S., Denison; M.A.T., Northwestern
Lecturer in Mathematics (part-time) (1976)

DAVID A. BENNETT, B.S., Muskingum; M.A.T., Northwestern; PH.D., Cornell
Assistant Professor of Chemistry (1974)

JOHN DAVID BERNINGHAUSEN, A.B., University of Minnesota; M.A., Stanford
Lecturer in Chinese (1976)

JOHN ANTHONY BERTOLINI, A.B., Manhattan; M.A., PH.D., Columbia
Assistant Professor of English (1975)

THOMAS R. BEYER, JR., B.S., Georgetown; M.A., PH.D., University of Kansas
Assistant Professor of Russian (1975)

RONALD R. BIELLI, B.S., M.A., University of Vermont
Professor of Mathematics (1956)

LESLIE COLE BIGELOW, A.B., PH.D., Harvard
Professor of Philosophy (1952)

ALLEN H. BRAINERD, A.B., Dartmouth; M.A., Ohio State
Instructor in Geography (1976)

MICHAEL CHARLES BRAINERD, A.B., Hamilton; M.A., PH.D., Columbia
Assistant Professor of History (1974)

CHARLES NEWCOMB BRUSH, A.B., Middlebury
Instructor in Physical Education (1972)

DAVID A. BUMBECK, B.F.A., Rhode Island School of Design; M.F.A., Syracuse
Assistant Professor of Art (1968)

WILLIAM B. CATTON, A.B., M.A., University of Maryland; PH.D., Northwestern
Charles A. Dana Professor of History (1964)

JOHN H. CLAGETT, B.S., U.S. Naval Academy; PH.D., Yale
Professor of English (1955)

DAVID A. CLAGUE, A.B., University of California, Santa Barbara; PH.D., Scripps Institution of Oceanography
Assistant Professor of Geology (1975)

MICHAEL PAUL CLAUDON, A.B., University of California, Berkeley; PH.D., Johns Hopkins
Associate Professor of Economics (1970), on leave fall and winter terms 1976-77

NICHOLAS R. CLIFFORD, A.B., Princeton; M.A., PH.D., Harvard
William R. Kenan Jr. Professor of History (1966), on leave 1976-77

CHARLES D. COLBERT, A.B., University of Chicago; M.A., Harvard
Instructor in Art (1975)

RICHARD W. COLMAN, JR., A.B., Williams; M.A., New York University
Professor of Physical Education (1969), Director of Athletics (1969)

JOHN J. CONRON, A.B., Brown; M.A., PH.D., University of Michigan
Assistant Professor of American Literature (1970)

PATRICK J. COONEY, B.S., Fordham; M.A., PH.D., State University of New York, Stony Brook
Assistant Professor of Physics (1972)

PETER COUGHLIN, A.B., M.A., State University of New York, Albany
Instructor in Economics (1976)

THOMAS COOPER COX, A.B., Kansas University; M.A., Princeton
Instructor in History (1976)

JOHN V. CRAVEN, A.B., Bowdoin; M.A., University of Colorado; PH.D., Syracuse
Professor of Economics (1956)

BARBARA E. CREHAN, A.B., University of California, Berkeley; M.A., Columbia
Instructor in English (Associate) (1973)

DENNIS A. DALY, A.B., Amherst
Instructor in Physical Education (1975)

THOMAS A. DAVIES, A.B., M.A., PH.D., Cambridge
Assistant Professor of Geology (1975)

SERGEJ DAVYDOV, A.B., Charles University, Prague; M.A., Munich University; M.PHIL., Yale
Instructor in Russian (1976)

MURRAY P. DRY, A.B., M.A., PH.D., University of Chicago
Associate Professor of Political Science (1968)

JOHN CLARK ELDER, A.B., Pomona; PH.D., Yale
Assistant Professor of English (1973)

WALLACE M. ELTON, A.B., Dartmouth; M.A., PH.D., Michigan State
Assistant Professor of Geography (1976)

JOHN DAVID EMERSON, A.B., University of Rochester; M.S., PH.D., Cornell
Assistant Professor of Mathematics (1973), Assistant to Vice President for Academic Affairs (1976)

ALBERT HUNTER EWELL, JR., A.B., Haverford; PH.D., New York University
Professor of Psychology (1952)

EMORY M. FANNING, B.M., Oberlin; M.M., Illinois; MUS.A.D., Boston University
Associate Professor of Music (1967)

ROBERT L. FERM, A.B., College of Wooster; B.D., Yale Divinity School; PH.D., Yale
Professor of Religion (1964-65, 1969)

DANIEL J. FIORINO, A.B., Youngstown State University; M.A., Johns Hopkins
Instructor in Political Science (1975)

WENDELL F. FORBES, A.B., Middlebury
Assistant Professor of Physical Education (1962)

DAVID STEVENS GARLICK, A.B., Harvard; M.A., PH.D., Stanford
Assistant Professor of German (1974), Director of School of German, Mainz (1975)

THOMAS M. GAVIN, A.B., M.A., University of Toledo
Assistant Professor of English (1975)

HERBERT GEBELEIN, B.S., Purdue; M.A., Boston University
Visiting Assistant Professor of Economics (Fall Term 1976-77)

WILLIAM E. GLASSLEY, A.B., University of California, LaJolla; M.S., PH.D., University of Washington
Assistant Professor of Geology (1976)

Robert Willard Gleason, A.B., Middlebury; PH.D., M.I.T.
Professor of Chemistry (1960)

Robert K. Gould, B.S., University of Maine; M.S., PH.D., Brown
Professor of Physics (1968)

Joan Towne Greiner, B.S., Skidmore; M.S., Smith
Associate Professor of Physical Education (1960)

James C. Griesheimer, B.M., B.S., Ohio State University; M.M., Arizona State University
Instructor in Music (1976)

Kenneth J. Guentner, A.B., M.A., University of Pittsburgh
Instructor in Economics (1975)

Rudolf K. Haerle, Jr., A.B., Dartmouth; M.A., PH.D., University of Chicago
Professor of Sociology (1962-66, 1967)

Grant H. Harnest, A.B., Knox; PH.D., University of Virginia
Irene Heinz and John LaPorte Given Professor in Pre-Medical Sciences (1975), Professor of Chemistry (1943)

William Harris, A.B., PH.D., Harvard
Associate Professor of Classics (1956)

Susan Hayward, A.B., M.A., PH.D., Exeter University, England
Assistant Professor of French (1976)

Ursula Margarete Heibges, A.B., Catholic University of America; M.A., Columbia; PH.D., Bryn Mawr
Associate Professor of Classics (1961)

Michael George Heinecken, B.S., M.ED., University of Delaware
Assistant Professor of Physical Education (1973)

Robert Webber Hill, Jr., A.B., M.A., PH.D., Harvard
Professor of English (1966)

Dana Holby, B.F.A., Boston Conservatory of Music; M.F.A., Connecticut College
Instructor in Dance (1976)

Thomas Huber, M.A., University of Vermont; M.A., PH.D., Princeton
Associate Professor of German (1966), Dean of the German School (1966)

John Michael Hunisak, A.B., Williams; M.A., PH.D., New York University
Assistant Professor of Art (1970)

J. Rowland Illick, A.B., Syracuse; PH.D., Harvard
Professor of Geography (1946)

Vito Imbasciana, A.B., State University College, Fredonia, N.Y., M.A., Cornell
Instructor in Music (1976)

Travis Beal Jacobs, A.B., Princeton; M.A., PH.D., Columbia
Associate Professor of History (1965)

Jacques Albert Jimenez, A.B., St. Patrick's College and Seminary; ED.D., University of Massachusetts
Assistant Professor of Education and Director of Teacher Education (1972)

Peter Kamarchik, Jr., B.S., Carnegie-Mellon; M.A., PH.D., Rice
Visiting Assistant Professor of Chemistry (1976)

Eve Goldy Katz, A.B., Radcliffe; M.A., University of California, Berkeley; PH.D., Yale
Associate Professor of French (1976), Director of the School of French, Paris (1976)

Edward C. Knox, A.B., Wesleyan; PH.D., Yale
Associate Professor of French (1969), Dean of the French School (1976-77)

James Allan Krupp, B.S., M.A., PH.D., University of Washington
Director of Academic Computation with rank of Assistant Professor (1973)

Marjorie E. Lamberti, A.B., Smith; M.A., PH.D., Yale
Professor of History (1964)

Joanne Landesman, A.B., State University of New York, Buffalo; PH.D., University of California, Santa Cruz Assistant Professor of English (1976)

G. Thomas Lawson, B.S., Springfield College
Assistant Professor of Physical Education (1969), Assistant Director of Athletics (1976)

Mary E. Lick, A.B., Lake Erie; M.S., Smith
Associate Professor of Physical Education (1956), Director of Physical Education (1974).

Peter R. Lighte, A.B., George Washington; M.A., Princeton
Visiting Instructor in History (1976), Dean of the Far Eastern Schools (1976-77)

David J. Littlefield, A.B., Spring Hill; M.A., PH.D., Yale
Philip Battell Stewart and Sarah Frances Cowles Stewart Professor of English (1953-56, 1959)

Myron Magnet, A.B., Columbia; A.B., M.A., Cambridge
Lecturer in English (part-time) (1975)

Karen L. Maguire, A.B., M.A., University of Connecticut
Instructor in French (1976)

Edward Alexander Martin, A.B., Princeton; M.A., PH.D., Columbia
Professor of English (1961), Administrative Director of the Bread Loaf Writers' Conference (1972), on leave 1976-77

Robert P. Martin, B.S., M.S., Central Connecticut State; M.A., PH.D., University of Maryland
Assistant Professor of Mathematics (1976)

Roger H. Martin, A.B., Drew; B.D., S.T.M., Yale; D.PHIL., Oxford
Lecturer in History (part-time) (1976), Associate Director of Development for Foundations and Special Programs (1976)

John M. McCardell, Jr., A.B., Washington and Lee
Instructor in History (1976)

Jeffrey H. McCormack, A.B., University of Colorado; M.S., PH.D., University of Connecticut
Assistant Professor of Biology (1975)

John Linwood McCreery, A.B., Michigan State; PH.D., Cornell
Assistant Professor of Anthropology (1972), on leave 1976-77

Susan R. McDaniel, A.B., Smith; M.A., Middlebury
Instructor in Italian (1975)

Duncan J. McDonald, B.S., McGill; M.A., Harvard
Professor of Biology (1967)

Ronald Wright McEachen, B.S., West Virginia University
Instructor in Physical Education (1974)

ALEX MCFARLANE, B.F.A., Maryland Institute; M.F.A., Columbia
Senior Resident in Art with rank of Assistant Professor (1976)

JAMES P. MCGOUGH, A.B., University of Washington; M.A., PH.D., Michigan State
Lecturer in Anthropology (1976)

RUTH MÉSAVAGE, B.S., Juilliard; M.A., Hunter; M.PHIL., Yale
Visiting Instructor in French (1976)

WALTER A. MOYER, JR., B.S., Philadelphia College of Pharmacy; PH.D., University of Delaware
Professor of Chemistry (1951-71), Associate Dean of the College for Special Admissions and Director of Career Counseling and Placement (1971)

HOWARD MCCOY MUNFORD, B.S., Middlebury; PH.D., Harvard
Charles A. Dana Professor of American Literature (1941)

MARGARET K. NELSON, A.B., Swarthmore; PH.D., Columbia
Assistant Professor of Sociology (1975)

PAUL E. NELSON, A.B., Augustana; M.A., PH.D., University of Chicago
Associate Professor of Political Science (1963)

FRED F. NEUBERGER, A.B., Middlebury
Director of Admissions (1955)

VICTOR LAWRENCE NUOVO, A.B., Hope; B.D., New Brunswick Theological Seminary; PH.D., Columbia
Professor of Philosophy (1962)

MICHAEL OLINICK, A.B., University of Michigan; M.A., PH.D., University of Wisconsin
Associate Professor of Mathematics (1970)

ROBERT PACK, A.B., Dartmouth; M.A., Columbia
Julian W. Abernethy Professor of American Literature (1964); Director of the Bread Loaf Writers' Conference (1972)

PAUL J. PALATT, B.S., Lafayette; M.S.E., Michigan; PH.D., Case Western Reserve
Assistant Professor of Biology (1976)

JOHN ALBERT PANDIANI, A.B., University of Notre Dame; M.A., PH.D., University of Connecticut
Assistant Professor of Sociology (1975)

BRUCE BIGELOW PETERSON, A.B., Middlebury; PH.D., Syracuse
Professor of Mathematics (1962)

EDWIN L. POOL, B.S., PH.D., Iowa State
Professor of Chemistry (1954)

CHANDLER ARMSTRONG POTTER, A.B., Amherst; M.F.A., Yale
Professor of Drama (1956), Director of the Theatre (1976)

DAVID PRICE, A.B., Amherst; M.A., PH.D., Princeton
Assistant Professor of English (1970)

HENRY BEALL PRICKITT, A.B., Amherst; PH.D., Harvard
Henry Norman Hudson Professor of English (1948)

DAVID LANGDON PROUTY, A.B., Colgate; PH.D., Tulane
Associate Professor of Psychology (1959)

ROBERT F. REIFF, A.B., University of Rochester; PH.D., Columbia
Professor of Art (1958)

CAROL RIFELJ, A.B., M.A., PH.D., Wisconsin
Assistant Professor of French (1972), on leave 1976-77

E. KIRK ROBERTS, A.B., Earlham; PH.D., Harvard
Professor of Chemistry (1952), on leave 1976-77

STEVEN C. ROCKEFELLER, A.B., Princeton; B.D., Union Theological Seminary; PH.D., Columbia
Assistant Professor of Religion (1971), on leave 1976-77

DAVID A. ROSENBERG, B.S., University of Pennsylvania; M.P.A., PH.D., Cornell
Assistant Professor of Political Science (1972)

RONALD E. RUCKER, A.B., Pomona; M.A., Harvard; M.L.S., University of California, Berkeley
Librarian with rank of Professor (1976)

DAVID SAINT-AMOUR, A.B., Wisconsin; M.A., PH.D., University of Michigan
Visiting Assistant Professor of French (1976)

CHARLES POWELL SCOTT, A.B., Ohio State; B.D., Princeton Theological Seminary
Chaplain and Professor of Religion (1951)

DAVID K. SMITH, A.B., Middlebury; PH.D., Harvard
Alumni Professor of Economics (1950)

PAUL MARTIN SOMMERS, A.B., University of California, Santa Cruz; M.A., University of Michigan; PH.D., University of California, San Diego
Assistant Professor of Economics (1976)

M. KIMBERLY SPARKS, A.B., PH.D., Princeton
Charles A. Dana Professor of German (1966)

DOUGLAS C. SPRIGG, A.B., M.A., PH.D., University of Michigan
Assistant Professor of Drama (1975)

HAIM T. STEINBACH, B.F.A., Pratt Institute; M.F.A., Yale
Artist-in-Residence with rank of Assistant Professor of Art (1973)

JON M. STROLLE, A.B., Oberlin; M.A., PH.D., Wisconsin
Assistant Professor of Spanish (1976), Dean of the Spanish School (1976-77)

ELLEN B. SUMMERFIELD, A.B., University of Pennsylvania; M.A., PH.D., University of Connecticut
Assistant Professor of German (1975)

PETER J. SUNDHEIM, B.S., University of Delaware
Instructor in Physical Education (1973)

CHARLES MARIS TATUM, JR., A.B., Amherst; PH.D., Pennsylvania State University
Assistant Professor of Chemistry (1976)

O. ALLEN THIHER, A.B., University of Texas; M.A., PH.D., University of Wisconsin
Assistant Professor of French (1969), on leave 1976-77

BETSY K. THURBER, A.B., University of Vermont
Lecturer in Teacher Education (part-time) (1972)

HARRIS E. THURBER, A.B., University of Vermont; PH.D., Princeton
Professor of Political Science (1947-49, 1951)

PARDON E. TILLINGHAST, A.B., Brown; PH.D., Harvard
Professor of History (1947)

GEORGE B. TODD, A.B., Amherst; M.B.A., Stanford; M.F.A., Princeton
Associate Professor of Music (1965)

Gloria V. Vaglio, A.B., Adelphi; M.A., Middlebury
Lecturer in Italian (part-time), Assistant to Director of Language Schools, and Dean of Foreign Languages, Dean of the Italian School (1976)

Van Horn Vail, A.B., University of Washington; M.A., PH.D., Princeton
Professor of German (1966)

Roberto A. Véguez, B.S., Columbia; M.A., PH.D., Wisconsin
Assistant Professor of Spanish (1972)

Jan David Wald, A.B., Northeastern
Instructor in Philosophy (1976)

Christopher D. Watters, B.S., Notre Dame; M.A., PH.D., Princeton
Associate Professor of Biology (1968)

Hugh Grant Wheeler, A.B., Maryland; M.A., PH.D., University of Michigan
Visiting Assistant Professor of Political Science (1976)

P. Frank Winkler, Jr., B.S., California Institute of Technology; M.A., PH.D., Harvard
Assistant Professor of Physics (1969)

Klaus Heinrich Wolff, A.B., Wabash; PH.D., University of Chicago
Professor of Economics (1956)

Richard L. T. Wolfson, A.B., Swarthmore; M.S., University of Michigan; PH.D., Dartmouth
Assistant Professor of Physics (1976)

Erica B. Wonnacott, A.B., Drew; M.A., Columbia
Dean of Students (1970)

Howard Eugene Woodin, B.S., M.S., Union; PH.D., Purdue
Professor of Biology (1953)

Michael Lester Woodruff, A.B., University of Michigan; M.S., PH.D., University of Florida
Assistant Professor of Psychology (1974)

Residents

Joel Brockner, A.B., State University of New York, Stony Brook; M.S., Tufts
Resident in Psychology with rank of Lecturer (1976)

Paul S. Groner, A.B., Reed; M.PHIL., Yale
Resident in Religion with rank of Lecturer (1976)

Assistants In Instruction

Ronald L. Boucher, B.S., M.A., Notre Dame; M.ED., Boston College; M.A., Clark
Assistant in Teacher Education (1974)

Gregory Chiang Kuei-ke, A.B., National Taiwan University
Assistant in Chinese (1976)

CONSTANCE N. KENNA, A.B., Elmira; M.A., Yale
Assistant in German (1973), Secretary of German School, Assistant to Dean of the German School (1975)

HOLLY V. MCKENZIE, A.B., Middlebury
Assistant in Biology (1976)

RICHARD S. NESSEN, A.B., Yale; M.ED., Stanford; A.B.D., University of Massachusetts
Assistant in Teacher Education (1975), Supervisor of Practice Teaching (1976)

CÉCILE A. RENON
Assistant in French, Directress of the Chateau (1976)

EUNICE H. VAN VLECK, A.B., Vassar
Assistant in Teacher Education (1974) and Supervisor of Practice Teaching, Spring Term 1976-77

MARTINA WAHLEN
Assistant in German (1976)

HAROLD PETER WIMMER, A.B., M.S., Lehigh
Assistant in Biology (1972)

Emeriti

JOHN THAYER ANDREWS, A.B., M.A.
Professor Emeritus of Philosophy (1936)

JAMES ISBELL ARMSTRONG, A.B., PH.D., LL.D.; L.H.D., Bates; LITT.D.; L.H.D., Norwich
President Emeritus, and Professor Emeritus of Classics (1963)

DONALD HENRY BALLOU, A.B., PH.D.
Charles A. Dana Professor Emeritus of Mathematics (1942)

DOUGLAS STOWE BEERS, PH.D.
Hudson Professor Emeritus of English (1925)

LÉA ZOÉ BINAND, BREVET SUPÉRIEUR
Assistant Professor Emerita of French (1929)

CLAUDE L. BOURCIER, AGRÉGÉ DE L'UNIVERSITÉ
Alumni Professor Emeritus of French (1937)

JOHN GERALD BOWKER, ED.M., L.H.D.
Baldwin Professor Emeritus of Mathematics (1926), Dean Emeritus of the Faculty (1953)

ARTHUR MILTON BROWN, A.B.
Professor Emeritus of Physical Education (1918)

PHILIP W. CARRUTH, A.B., M.A., PH.D.
Professor Emeritus of Mathematics (1966)

PIERINA B. CASTIGLIONE, M.A., Dottore in Lettere
Lecturer Emerita in Italian (1972)

SALVATORE J. CASTIGLIONE, A.B., PH.D.
Jean Thomson Fulton Professor Emeritus of Italian (1966)

Reginald L. Cook, A.B., M.A., LITT.D.; A.B., Oxford
Charles A. Dana Professor Emeritus of American Literature (1929)

Mischa Harry Fayer, PH.D., LITT.D.
Professor Emeritus of Russian (1943)

Stephen Albert Freeman, PH.D., LL.D., L.H.D., LITT.D.
Professor Emeritus of French (1925), Vice President Emeritus (1943),
Director Emeritus of the Language Schools (1946)

Arthur Kelly David Healy, A.B., M.F.A.
Professor Emeritus of Fine Arts (1943)

Harold Bradford Hitchcock, A.B., PH.D.
Mead Professor Emeritus of Biology (1943)

Charles Leonard Hoag, A.B., M.A., PH.D.
Alumni Professor Emeritus of Political Science (1947)

Elizabeth B. Kelly, A.B.
Dean Emerita of Women (1946)

Walter J. Nelson, B.S.
Professor Emeritus of Physical Education (1932-36, 1946)

Werner Neuse, PH.D., LITT.D.
Professor Emeritus of German (1932)

Berthe O. Normano, Women's University of Petrograd
Lecturer Emerita in Russian (1960)

Russell George Sholes, M.A.
Professor Emeritus of Sociology (1927)

J. Wilber Smith
Assistant Treasurer Emeritus (1926)

Phelps Nash Swett, B.S., M.A.
Professor Emeritus of Geography & Drafting (1909)

Ruth Wood Temple, A.B.
Assistant Dean Emerita of Women (1922)

Erie T. Volkert, A.B., M.A.
Professor Emeritus of Drama (1941)

Viola Chittenden White, PH.D.
Curator Emerita of Abernethy Library (1933)

Benjamin Franklin Wissler, B.S., M.A., D.SC.
Alumni Professor Emeritus of Physics (1930)

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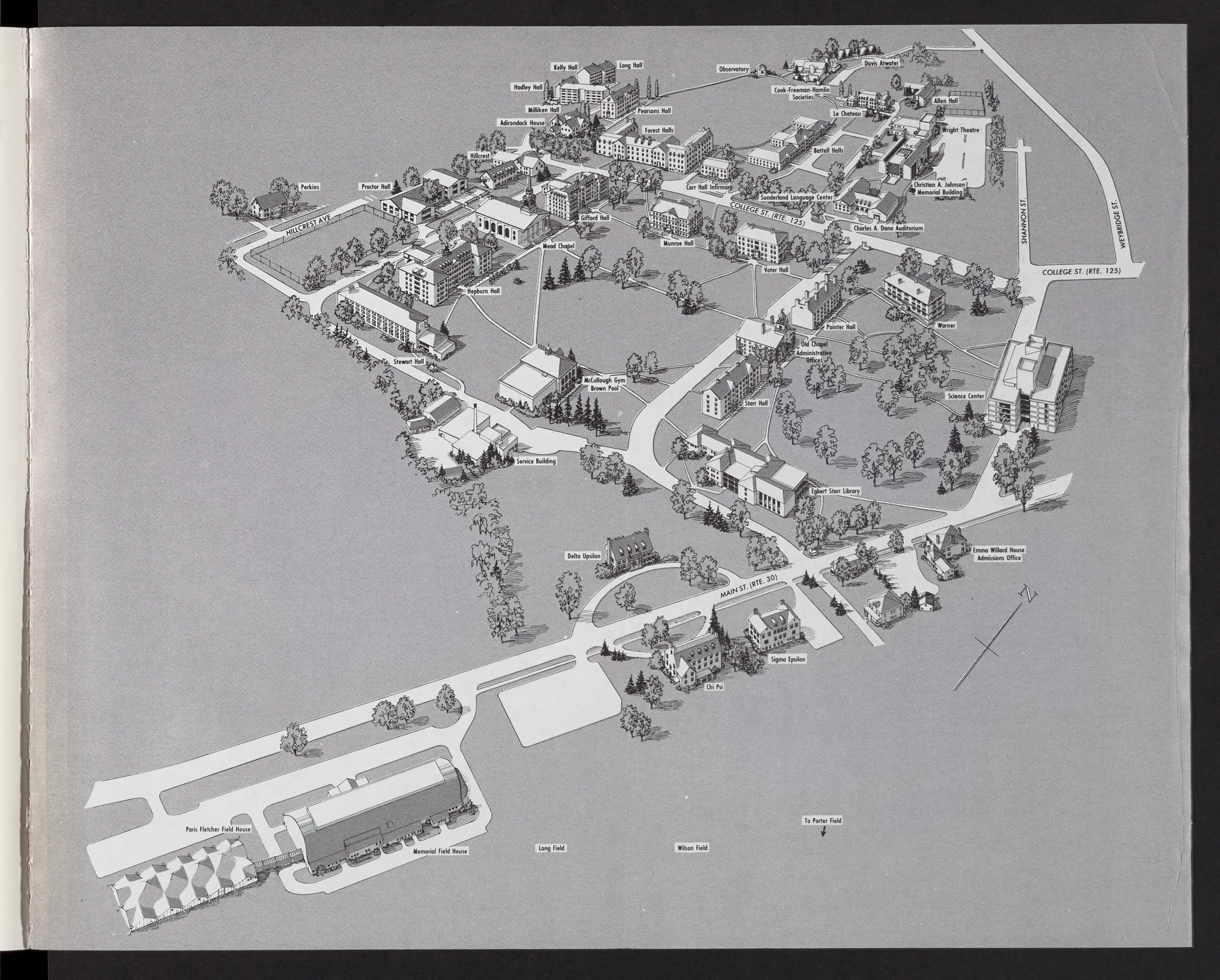
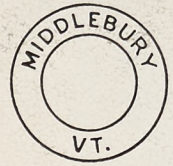
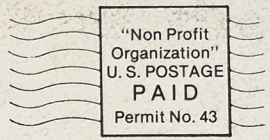

Kelly Hall
Lang Hall
Observatory
Davis Atwater
Hadley Hall
Cook-Freeman-Hamlin Societies
Allen Hall
Milliken Hall
Pearsons Hall
Le Chateau
Adirondack House
Forest Halls
Wright Theatre
Hillcrest
Battell Halls
Perkins
Proctor Hall
Carr Hall Infirmary
Christian A. Johnson Memorial Building
Sunderland Language Center
COLLEGE ST. (RTE. 125)
HILLCREST AVE.
Gifford Hall
Charles A. Dana Auditorium
SHANNON ST.
WEYBRIDGE ST.
Mead Chapel
Munroe Hall
Voter Hall
COLLEGE ST. (RTE. 125)
Hepburn Hall
Warner
Painter Hall
Old Chapel Administrative Offices
Stewart Hall
McCullough Gym Brown Pool
Science Center
Starr Hall
Service Building
Egbert Starr Library
Emma Willard House Admissions Office
Delta Upsilon
MAIN ST. (RTE. 30)
N
Sigma Epsilon
Chi Psi
Paris Fletcher Field House
To Porter Field
Memorial Field House
Lang Field
Wilson Field

College Calendar, 1976-78

1976 (*Official*)		1977 (*Proposed*)
Sept. 8	Freshman Week Begins	Sept. 7
Sept. 13	Fall Term Classes begin (8 a.m.)	Sept. 12
Oct. 1-3	Fall Alumni Reunions	Sept. 23-25
Oct. 9	Alumni Homecoming Day	Oct. 15
Oct. 18-19	Mid-Term Recess	Oct. 17-18
Oct. 23	Parents' Weekend	Oct. 29
Nov. 18	College Meeting Night	Nov. 17
Nov. 23	Thanksgiving Recess begins (5 p.m.)	Nov. 22
Nov. 29	Classes resume (8 a.m.)	Nov. 28
Dec. 11	Fall Term Classes end (12 noon)	Dec. 10
Dec. 13	Reading Period begins	Dec. 12
Dec. 16	Final Examinations begin	Dec. 15
Dec. 21	Final Examinations end, Christmas Recess begins	Dec. 20
1977		**1978**
Jan. 5	Winter Term begins (8 a.m.)	Jan. 4
Jan. 28-30	Alumni Winter Weekend	Jan. 20-22
Feb. 4	Winter Term ends (12 noon) and Winter Recess begins	Feb. 3
Feb. 14	Spring Term Classes begin (8 a.m.)	Feb. 13
Feb. 24	Winter Carnival Recess begins (5 p.m.)	Feb. 23
Feb. 28	Classes resume (8 a.m.)	Feb. 27
April 2	Spring Recess begins (12 noon)	April 1
April 11	Classes resume (8 a.m.)	April 10
April 21	College Meeting Night	April 20
May 14	Spring Term Classes end (12 noon)	May 13
May 16	Reading Period and General Examinations begin	May 15
May 19	Final Examinations begin	May 18
May 24	Final Examinations end	May 23
May 27-29	Spring Alumni Reunions	May 26-28
May 29	Baccalaureate and Commencement	May 28
June 18-Aug. 20	Language Schools	June 17-Aug. 19
June 29-Aug. 13	Bread Loaf School of English	June 28-Aug. 12
Aug. 16-28	Bread Loaf Writers' Conference	Aug. 15-27

Directory of Correspondence

Middlebury College
Middlebury, Vermont
05753

For information about:		*Telephone Number Area Code 802*
General Information	Secretary of the College, Forest Hall	388-7981
Admissions	Director of Admissions, Emma Willard House	388-4929
Alumni Affairs	Director of Alumni Relations, Forest Hall	388-7981
Athletics	Director of Athletics, Memorial Field House	388-7923
Business Matters	Business Manager, Service Building	388-7944
Career Counseling and Placement	Director of Career Counseling and Placement Adirondack House	388-4923
Gifts and Bequests	Director of Development	388-7661
Educational Program	Dean of the College	388-2858
Financial Aid	Director of Financial Aid, Emma Willard House	388-2849
Language Schools Abroad	Director of Language Schools, Sunderland Language Center	388-7879
Health of Student	Medical Director, Carr Hall Infirmary	388-2171
Payment of Bills	Comptroller, Old Chapel	388-7145
Publicity	Director of Public Affairs, Forest Hall	388-7981
Summer Schools:		
	Bread Loaf School of English, Old Chapel	388-7662
	Bread Loaf Writers' Conference, Old Chapel	388-7662
	Foreign Language Schools, Sunderland Language Center	388-7973

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MIDDLEBURY, VERMONT 05753